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ABSTRACT

A teaching/learning plan designed to provide the elementary classroom teacher with an overview of the geography, environment, culture, and people of Southeast Asia includes five sections on the following subjects: geography, animals, plants, social roles and occupations, and religion. Through the use of folk tales from each of six Southeast Asian countries, the class becomes involved in each subject and learns how to verify information, draw proper conclusions, and synthesize data from various sources. Each child reads folk tales with the object of extracting data relevant to the subject areas. This information is substantiated and enlarged upon when the child further researches the subject in reference sources. After this research experience, the class, either as individuals or in groups, proceeds to other exercises to deepen its knowledge of the subjects. The countries studied are Burma, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam. The teaching/learning plan of activities, content, objectives, evaluations, and questions is in the basic format that was developed and field-tested over a two-year period with sixth graders. A selected bibliography focuses on folk tales written for children, children's sources of information on Southeast Asia and specific countries, and general works that may be utilized by the teacher and children. (Author/SW)

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FOLK TALES: Getting To Know Southeast Asia

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Southeast Asia Curriculum Series No. 1

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SOUTHEAST ASIA CURRICULUM SERIES

The Southeast Asia Outreach Program at Ohio University encourages and supports the teaching of Southeast Asia in elementary schools, secondary schools, colleges, and universities. It provides the services of a resource center of audio-visual (large collection of films) and written materials, courses and workshops on Southeast Asia, classroom consultation, visiting speakers (college speakers and international students), and a "Film Festival" for in-service and special programs. The *Southeast Asia Curriculum Series* is intended to provide classroom materials and teaching ideas for elementary and secondary schools. Many outreach programs are provided for the Ohio University campus, the surrounding communities, and other colleges and universities in the region.

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FOLK TALES:
GETTING TO KNOW SOUTHEAST ASIA

Burma
Indonesia
Malaysia
Philippines
Thailand
Vietnam

by
Marlene Ridgley

Edited and Researched by
Carolynn Kim
Gordon Schanzenbach

Ohio University
Center for International Studies
Southeast Asia Studies Program, 1978
Southeast Asia Curriculum Series No. 1

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TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS vii

AUTHOR'S NOTE ix

INTRODUCTION 1

EXPLANATION OF SKILLS AND ATTITUDES 6

TEACHING/LEARNING PLAN

I. GEOGRAPHY 9

Part A. Teaching/Learning Sequences 9
Part B. Content 21

II. ANIMALS 29

Part A. Teaching/Learning Sequences 29
Part B. Content 41

III. PLANTS 51

Part A. Teaching/Learning Sequences 51
Part B. Content 61

IV. TRADITIONAL SOCIAL ROLES AND OCCUPATIONS 71

Part A. Teaching/Learning Sequences 71
Part B. Content 79

V. RELIGION 83

Part A. Teaching/Learning Sequences 83
Part B. Content 93

A NOTE ABOUT THE BIBLIOGRAPHY 109

A SELECTED BIBLIOGRAPHY OF FOLK TALES AND REFERENCE SOURCES 111

ACKNOWLEDGEMENTS

The initial development and implementation of this teaching/learning plan is the effort of Marlene Ridgley. This work is the result of her participation in the Southeast Asia Outreach Program at Ohio University. The basic plan of activities, content, objectives, evaluations, and questions was field tested by Marlene Ridgley at South Zanesville Elementary School over a two-year period.

Ms. Carolynn Kim, Graduate Assistant in Southeast Asia Studies, made the major editorial contribution. She verified and researched the content and expanded the bibliography. Phillip Hackman assisted in the preparation of the bibliography.

This publication is the first issue of a Southeast Asia Curriculum Series which is intended to present teaching/learning materials that will be of assistance to the classroom teacher. This Series is one of the projects conducted by the Southeast Asia Outreach Program at Ohio University which is partly supported by an Office of Education Grant.

Gordon Schanzenbach
Director, Southeast Asia
Outreach Program
Ohio University

AUTHOR'S NOTE

Thirty-six sixth grade students who ranged from average to above average ability in language arts skills worked with this Southeast Asia teaching/learning plan. These students worked approximately two hours a day for six weeks in class, group, and individual activities. They found the unit to be interesting, fun, and sometimes difficult, but they did an outstanding job of gaining research skills, cooperating in a group, working individually, and most importantly, developing an understanding and respect for Southeast Asian cultures.

I found it difficult to keep up with the various groups and their learning experiences. If the class is large, I would advise that a trained aide be used to help the children find information, interpret directions, and obtain supplies. The teacher then has more opportunities to provide guidance in decision-making, assist in problem solving, and evaluate the progress and efforts of groups and individuals.

Marlene Ridgley
South Zanesville Elementary School
Zanesville, Ohio

INTRODUCTION

This teaching/learning plan is designed to provide the teacher of an upper elementary grade class with an overview of the geography, environment, culture, and people of Southeast Asia. The five sections of the plan cover the following subjects: 1) geography, 2) animals, 3) plants, 4) social roles and occupations, and 5) religions. Through the use of folk tales from each of six Southeast Asian countries being studied (Burma, Indonesia, Malaysia, Philippines, Thailand, Vietnam), the class becomes involved in each subject and learns how to verify information, draw proper conclusions, and synthesize data from various sources. Each child reads folk tales with the object of extracting data relevant to the subject areas. This information is substantiated and enlarged upon when the child further researches the subject in reference sources. After this research experience, the class, either as individuals or as groups, proceeds to other exercises to deepen its knowledge of the subject.

While most of the teaching/learning plan is presented as actually carried out by Ms. Ridgley in her classroom, modifications have been made to clarify concepts or to engage an instructional resource that appeared to be more appropriate than the one originally used.

ORGANIZATION OF THE TEACHING/LEARNING PLAN

Each subject section of the teaching/learning plan is divided into two parts. The first is the teaching/learning sequences, which detail specific classroom Learning Objectives, Learning Experiences, Resources, Skills, Attitudes, method of Evaluation, and suggested Questions. The sequences are arranged so that each one adds to a previous learning experience. However, the teacher is free to rearrange, add to, or eliminate sequences to suit different classroom demands. The sequences are not intended to serve as daily lesson plans because the length of time on a sequence certainly will vary according to teacher-student interest and depth of study. Although a whole subject section may be left out, or taught separately, without progressing through the entire plan, the plan is designed to follow a progressive order so that by the time it is completed, the class has created resource centers featuring each country's folk tales, geography, animal and plant life, social roles and occupations, and religion. The second part offers a content outline which itemizes the data focused upon in the teaching/learning sequences. This outline is not inclusive, but only meant to serve as a primary base of information for the teacher.

The learning experience for each sequence identifies a major activity for that sequence, but the reading of folk tales and reference materials must constantly be an activity to supplement the major learning experience. While the child reads folk tales throughout the plan and primarily reads folk tales from his country, the child is free to read tales from other countries and is encouraged to move around the class to investigate what is being done in other groups.

ORGANIZATION OF THE CLASSROOM

The teaching/learning sequences suggest dividing the students into six learning groups, each concentrating on one of the six designated countries in Southeast Asia. These groups not only provide an organization for studying each country, but also function as the basis for building leadership and cooperative group attitudes. Reports and displays are used to share research and knowledge gathered by each group with the entire class. Two experiences have been designated as Highlights of the plan. These highlights summarize concepts and bring the class together into major cooperative activities.

SKILLS AND ATTITUDES

Specific skill and attitude objectives are given key words and reference numbers in the teaching/learning sequences. The full context of each key word and explanation of its reference numbers are provided in the list of skills and attitudes that follows this introduction.

RESOURCES

When specific books, films, or records are utilized in the learning experiences, these have been identified in the sequences. If a variety of resources can be used, the teacher is referred to the bibliography, which organizes resources under subdivided subject headings. Other materials required, such as poster boards, paints, art paper, are indicated where appropriate.

SUBJECT SECTION

The Geography section covers basic information on each country's location, climate, terrain, and vegetation. Emphasis is placed on building skills in using and interpreting maps and globes. This section organizes the class into six country groups, and establishes an evaluation system under which each child, periodically throughout the plan, completes a form describing his/her performance in the group.

The Animal section relates information acquired in the Geography sequences to animal life that exists in Southeast Asia. This section seeks to improve analytical skills and the making of conclusions by having each child understand the difference between unverified assumptions, and conclusions based on factual data. Further exercises introduce the child to the notion of using different forms of media and information sources to obtain specific kinds of information.

The section on Plants continues the process of relating geographical information to other aspects of the Southeast Asian environment. In this case, the focus is on plants and trees and the many ways in which they are used by man. One of the highlighted experiences occurs in this section when the class plans and prepares a Southeast Asian dinner.

The section on Traditional Social Roles and Occupations acquaints each child with different roles and occupations found in Southeast Asian societies. Emphasis is placed on the farmer and the important process of rice cultivation.

The last section introduces the major Religions which can be found in Southeast Asia, or had, at one time, a significant historical influence on the culture of a Southeast Asian country. It should be pointed out that while Christianity is not included in the content outline, it is of major importance in the life and culture of the Philippines. Christianity has not been outlined since the teacher has access to many sources of information on it. The highlight of this section is the culmination of the entire plan's activities in a Southeast Asia Fair planned and conducted by the groups for the other classes in the same grade level.

CONTENT - SOURCES

Data provided in the content sections are derived from so many different sources that it has not been possible to cite each specific reference. All the references used are listed in the bibliography, particularly in the subheaded subject sections. The bibliography, however, includes additional resources that may be of use to the teacher and students, but were not consulted in the preparation of the content.

Carolynn Kim
Gordon Schanzenbach

EXPLANATION OF SKILLS AND ATTITUDES*

SKILLS

A. Development of research skills
  1. Using fictional material to acquire factual data.
  2. Using the library to locate books and reference sources such as encyclopedias, atlases, and dictionaires.
  3. Selecting appropriate newspaper and magazine articles.
  4. Locating places on maps and globes.
  5. Acquiring information through reading, listening, and observing.

B. Development of skills in interpreting and organizing data, and demonstrating acquired knowledge in oral, written or illustrated form
  1. Interpreting the setting, characters, and actions in a story or film.
  2. Interpreting pictures, charts, graphs, and tables.
  3. Interpreting maps and globes.
  4. Comparing maps and drawing inferences.
  5. Making maps from gathered information.
  6. Organizing and summarizing information from several sources.
  7. Using creativity in writing and in making displays.
  8. Writing with clarity and accuracy.

C. Development of problem solving and analytical abilities
  1. Understanding differences between fact and opinion.
  2. Understanding differences between primary and secondary sources.
  3. Understanding differences between evidence and conclusions.
  4. Choosing relevant data.

D. Development of individual study and group activity skills
  1. Reading, studying, and creating independently.
  2. Working cooperatively within a group and learning how to achieve consensus.
  3. Identifying standards of performance and behavior acceptable to the group.
  4. Setting clear group goals.
  5. Using leadership ability.
  6. Evaluating one's own and other's work.

13

ATTITUDES

A. Attitudes toward other cultures
   1. Appreciating another country's folk tales.
   2. Respecting another country's beliefs, customs, religions, and way of life.
   3. Understanding similarities and differences between one's own culture and other cultures.
   4. Understanding similarities and differences among different cultures.
   5. Appreciating a country's natural setting.
   6. Appreciating animals, plants, and social roles of another region in the world.

B. Attitudes toward values
   1. Appreciating cultural, ethical, and spiritual values and how they affect human affairs.
   2. Appreciating traditional beliefs and their relationship to modern beliefs.

C. Attitudes toward one's self and toward peer groups
   1. Gaining self-reliance and self-confidence in studying and information gathering.
   2. Appreciating individual differences within a group.
   3. Accepting responsibility within the group.
   4. Cooperating while working to obtain a group goal.

*Adapted from: John U. Michaelis. Social Studies for Children in a Democracry, Recent Trends & Developments. 5th ed. Englewood Cliffs, N.J.: Prentice-Hall, 1972. Chapter 1.

TEACHING/LEARNING PLAN

I. GEOGRAPHY

PART A. TEACHING/LEARNING SEQUENCES

Sequence 1

LEARNING OBJECTIVE: Each child understands the definition of a folk tale and lists general information about a country that can be determined from its folk tales.

Each child compares geographical information available in an American folk tale with geographical information found in Southeast Asian folk tales.

LEARNING EXPERIENCE: The teacher and children discuss the definition of a folk tale. The children listen to a record of an American folk tale and then listen to the teacher read a Southeast Asian folk tale. Class discussion follows on geographical information that can be found about weather conditions, types of terrain, vegetation, and approximate locations of other countries mentioned in the folk tales. While this discussion progresses, the teacher records the information on the blackboard in chart form. Information taken from the American folk tale is compared with that extracted from the Southeast Asian folk tale.

RESOURCES: Record - "Paul Bunyan in Story and Song"
Book - Toth, Marian. Tales from Thailand, "How the Mekong River Came To Be"

SKILLS: Research (A-1,5), Interpretive (B-1), Problem Solving (C-1 to 4)

ATTITUDES: Other Cultures (A-1,3)

EVALUATION: Teacher observes children's listening skills and their ability to interpret and compare information in the question and answer period that follows.

QUESTIONS: What is a folk tale?
What information can be found in the folk tales?
How can the information found in the tales be organized and listed?
What comparisons can be made between the information taken from the American folk tale and from the Southeast Asian folk tale?
What do you know about Southeast Asia?

Sequence 2

LEARNING OBJECTIVE:	Each child identifies at least three leadership responsibilities and three cooperative attitudes.
LEARNING EXPERIENCE:	Each child chooses one of six Southeast Asian countries to be studied (Burma, Indonesia, Malaysia, the Philippines, Thailand, Vietnam). The class forms six groups and proceeds to learning centers that have been set up with maps, globes, and folk tales of their particular Southeast Asian country. They discuss responsibilities of group work, both for leaders and members. They develop their Self-Evaluation Charts, which will be used throughout the entire teaching/learning plan.
RESOURCES:	Maps - World, Southeast Asia Globes Folk Tales (see Bibliography) Self-Evaluation Charts
SKILLS:	Group Activity (D-2 to 6)
ATTITUDES:	Peer Group (C-2 to 4)
EVALUATION:	Teacher observes group organization and individual participation in the planning and working sessions. Each child evaluates his/her participation in the group by filling in the Self-Evaluation Chart. Teacher checks Charts periodically and hold conferences with children to discuss progress, problems, and solutions.
QUESTIONS:	What are the responsibilities of a leader? What are the responsibilities of the other members of a group? How are goals created and agreed upon? What process can be used to select a leader? How can an evaluation system be organized and established?

Sequence 3

LEARNING OBJECTIVE: Each child writes assumptions about the location, climate, temperature, terrain, and vegetation of the selected country and lists clues from the folk tales supporting these assumptions.

LEARNING EXPERIENCE: Each child reads at least five folk tales from the selected country. Each child fills in a Geography Information Chart listing the names of the tales, any information found on location, climate and temperature, terrain and vegetation, and the clues in the tales that produce this information.

RESOURCES: Geography Information Charts
Folk Tales (see Bibliography)

SKILLS: Research (A-1), Interpretive (B-1), Problem Solving (C-1 to 4)

ATTITUDES: Other Cultures (A-1,3)

EVALUATION: Teacher reviews individual Geography Information Charts to observe progress of the projects.

QUESTIONS: How do you create assumptions?

Sequence 4

LEARNING OBJECTIVE:	Each child lists geographical terms and definitions. Each child uses research skills to find factual material that will substantiate or invalidate the information assumed from clues found in fictional sources.
LEARNING EXPERIENCE:	Each child is given an information sheet with definitions of geographical terms relevant to Southeast Asia. After the teacher reviews these terms with the class, each child checks the assumed information written on his/her Geography Information Chart with reference sources, notes differences, and makes necessary corrections in the date.
RESOURCES:	Information Sheet of Geographical Terms Reference Sources (see Bibliography)
SKILLS:	Research (A-2,4,5), Interpretive (B-2,3,6), Problem Solving (C-1 to 4), Individual Study (D-1)
ATTITUDES:	Other Cultures (A-5), Self (C-1)
EVALUATION:	Teacher gives a quiz on geographical terms. Teacher circulates among groups to check children's research skills (e.g., use of table of contents, indexes, guide words).
QUESTIONS:	Why do assumptions need to be verified in reference sources? Why should you use more than one reference book when checking information? Did information from the reference sources differ from the information assumed from the folk tales? Why might there be differences? How much of the information was the same from both the fictional and non-fictional sources?

Sequence 5

LEARNING OBJECTIVE:	Each group analyzes, synthesizes, and combines the data from each member's chart and displays the data in one large chart.
LEARNING EXPERIENCE:	Each group takes the information on their country from the individual member charts, analyzes it, and prepares one large chart listing factual data according to the following categories of information: location, climate and temperature, terrain and vegetation.
RESOURCES:	Six sheets of heavy oak tag
SKILLS:	Interpretive (B-6 to 8), Problem Solving (C-4), Group Activity (D-2,6)
ATTITUDES:	Peer Group (C-2 to 4)
EVALUATION:	Teacher evaluates group charts for accuracy and each group's ability to synthesize individual charts. Teacher checks assumptions with factual data.
QUESTIONS:	What are the facts about the selected country's location, climate, temperature, terrain, and vegetation?

Sequence 6

LEARNING OBJECTIVE:	Each child identifies Southeast Asian countries on a map. Each child uses longitude and latitude to find any location on a globe or map.
LEARNING EXPERIENCE:	After the group charts are completed, each child is given a map of Southeast Asia. On these maps each child colors his/her selected country with a designated color, then fills in the names of the other countries and bodies of water. Groups use the globe and world map to check longitude and latitude coordinates.
RESOURCES:	Outline Maps of Southeast Asia Crayons Six Globes, 6 World Wall Maps
SKILLS:	Research (A-4), Interpretive (B-3 to 5)
ATTITUDES:	Self and Peer (C-1,4)
EVALUATION:	Teacher evaluates maps for accuracy and each child's ability to follow directions.
QUESTIONS:	Using the factual data gathered, can you find each Southeast Asian country on the globe and map? How can someone be told how to locate your selected country in relation to the U.S.A., Asia, Australia, and other Southeast Asian countries? How can longitude and latitude be used to find specific places on a globe or map?

Sequence 7

LEARNING OBJECTIVE:	Each group transfers written information about terrain into a model relief map.
LEARNING EXPERIENCE:	Each group makes a model relief map of its selected country from salt and flour, showing the terrain listed on their information chart.
RESOURCES:	Salt, Flour, Measuring Cups, Pails Paint, Paint Brushes Six Sheets Heavy Cardboard, Newspapers Aprons or Old Shirts
SKILLS:	Interpretive (B-3 to 7), Problem Solving (C-4), Group Activity (D-2 to 5)
ATTITUDES:	Peer Group (C-3,4)
EVALUATION:	Teacher and children evaluate relief models for accuracy and neatness.
QUESTIONS:	What is a relief map? Why is this type of map useful? What information is available on the Geography Information Chart that can help in making a relief map? What other sources of information might be used to help make the relief map? Summarize the geographical facts about your selected country. What assumptions can be drawn about the plants, animals, or the way of life of people from this information?

SELF-EVALUATION CHART: GROUP WORK

Name ______________________________

Key: A - All of the time S - Seldom
M - Most of the time N - Never

AS A LEADER I:

Order others around						
Listen to all sides of a question						
Know what I am doing						
Am kind and thoughtful						
Give ideas to my group						
Am organized						
Act seriously						

AS A MEMBER OF OUR GROUP I:

Pay attention						
Contribute to the group						
Use my time wisely						
Tease anyone						
Complain about doing my share						
Listen to other's ideas						
Show-off						
Work quietly						
Cooperate						
Listen to others						
Let others do my work						
Am helpful to my leader and other members						
Am concerned about my group						
Treat others as I would like them to treat me						
Argue unnecessarily						
Am active						
Am friendly to all						
Have self-control						

MY MAIN PROBLEM WORKING IN THE GROUP IS:

SOME SOLUTIONS MAY BE:

SELF-EVALUATION CHART

Adapted from: John U. Michaelis. Social Studies for Children in a Democracy, Recent Trends and Developments. 5th ed. Chapter 16. This chart was compiled by Ms. Ridgley and the children in her class and is presented as actualy used by the class.

GEOGRAPHY INFORMATION CHART

Your Name ____________________________

Southeast Asian Country Group ______________________

Titles of the folk tales you have read __________________________

INFORMATION FROM THE FOLK TALES:		CLUES:
Location		
Climate and Temperature		
Terrain and Vegetation		

FACTUAL DATA:	
Location	
Climate and Temperature	
Terrain and Vegetation	

REFERENCE BOOKS USED:

PART B. CONTENT - GEOGRAPHY

I. Southeast Asia

A. Location
1. In relation to the U.S.A.
   a) U.S.A.
      (1) 50°N. & 25°N. Lat. and 125°W. & 67°W. Long.
      (2) Western hemisphere
      (3) Temperate zone
      (4) North of Tropic of Cancer
   b) Southeast Asia
      (1) 29°N. & 10°S. Lat. and 93°E. & 141°E. Long.
      (2) Eastern hemisphere
      (3) Tropical zone
      (4) Between Tropic of Cancer and Equator
2. In relation to Asia and Australia
   a) South of China and Taiwan
   b) North of Australia
   c) East of subcontinent of India and the Indian Ocean
   d) West of South Pacific Ocean

B. Geographical Divisions
1. Mainland - southeast portion of Asia
2. Insular - the thousands of islands comprising the Indonesian and Philippine archipelagoes

C. Political Divisions (Nations)
1. Burma
2. Indonesia
*3. Kampuchea (Cambodia)
*4. Laos
5. Malaysia
6. Philippines
*7. Singapore
8. Thailand
9. Vietnam

*Countries not included in Teaching/Learning Plan

II. Burma

A. Location in Southeast Asia region - 28°N. & 10°N. Lat. and 93°E. & 101°E. Long.
  1. South of China
  2. North of Bay of Bengal and Andaman Sea
  3. East of India and Bangladesh
  4. West of Thailand and Southern China

B. Climate - Tropical Monsoonal
  1. Seasons
    a) Wet - S.W. Monsoon (May to October)
    b) Dry (October to February)
  2. Rainfall (under 30" to over 200" annually) - Distribution ranging from driest to wettest regions:
    a) Central lowland (Dry Zone)
    b) Delta
    c) Northern uplands
    d) Coasts
  3. Temperature - warm except in mountain areas - considerable variation
     Areas ranging from coolest to warmest:
    a) Mountains and uplands
    b) Shan Plateau
    c) Central lowland

C. Terrain and Vegetation
  1. Terrain
    a) Coastal strips
    b) Central lowland and delta (Irrawaddy River)
    c) Shan Plateau
    d) Eastern and western mountains
  2. Vegetation
    a) Tropical rain forests
    b) Teak, tropical deciduous, subtropical and temperate forests
    c) Thorny scrub
    d) Open cover
    e) Tidal forest and swamp
    f) Cultivated land

III. Indonesia

- A. Location in Southeast Asia region - 5°N. & 10°S. Lat. and 95°E. & 141°E. Long.
    - 1. South of Malaysia and the Philippines
    - 2. North of Australia
    - 3. East of Indian Ocean
    - 4. West of South Pacific Ocean
    - 5. Straddles Equator

- B. Climate - Maritime Equatorial
    - 1. Seasons
        - a) Wet - W. Indonesia
            - (1) N.E. Monsoon (June to September)
            - (2) S.W. Monsoon (December to February)
        - b) Dry - E. Indonesia (June to October)
    - 2. Rainfall (under 40" to over 200" annually) - Distribution ranging from driest to wettest regions:
        - a) Lesser Sunda Islands
        - b) E. Java and N. Sulawesi
        - c) Kalimantan, Sumatra, Central Java, E. and W. Sulawesi, Irian Jaya, Moluccas
    - 3. Temperature - hot and humid except in mountains and plateaus - little variation
      Areas ranging from coolest to warmest:
        - a) Mountains and plateaus
        - b) Lowlands
        - c) Coasts

- C. Terrain and Vegetation
    - 1. Terrain
        - a) 3,000 islands - largest are Sumatra, Kalimantan, Irian Jaya, Sulawesi, Java
        - b) Coastal lowlands
        - c) Tidal swamps
        - d) Mountains and plateaus
        - e) Active volcanoes
    - 2. Vegetation
        - a) Tropical rain forests
        - b) Teak, casuarina and eucalyptus, deciduous forests
        - c) Alpine vegetation
        - d) Savannas
        - e) Mangroves
        - f) Cultivated land

IV. Malaysia

A. Location in Southeast Asia region - 7°N. & 1°N. Lat. and 100°E. & 119°E. Long.
    1. Peninsular Malaysia
        a) South of Thailand
        b) North of Indonesia
        c) East of Straits of Malacca
        d) West of South China Sea
    2. East Malaysia (Sabah and Sarawak) - Northern Borneo

B. Climate - Equatorial
    1. Seasons - N.E. Monsoon (October to March)
        a) East coast Peninsular Malaysia
        b) East Malaysia (Sabah and Sarawak)
    2. Rainfall (under 80" to over 160" annually) - Distribution ranging from driest to wettest regions:
        a) West coast Peninsular Malaysia
        b) East coast Peninsular Malaysia
        c) East Malaysia (Sabah and Sarawak)
    3. Temperature - hot and humid - little variation Areas ranging from cooler to warmer:
        a) Mountains and highlands
        b) Lowlands

C. Terrain and Vegetation
    1. Terrain
        a) Coastal lowlands
        b) Swamps
        c) Mountains and highlands
    2. Vegetation
        a) Tropical rain forests
        b) Swamps
        c) Mangroves
        d) Cultivated land

V. The Philippines

- A. Location in Southeast Asia region - 18°N. & 5°N. Lat. and 118°E. & 127°E. Long.
    1. South of Taiwan
    2. North of Indonesia
    3. East of South China Sea
    4. West of South Pacific Ocean

- B. Climate - Tropical Monsoonal
    1. Seasons
        - a) S.W. Monsoon - W. Philippines (late June to late September)
        - b) N.E. Trade Winds - E. Philippines (November to March)
        - c) Wet and dry seasons - W. Philippines
    2. Rainfall (under 40" to over 160" annually) - Distribution ranging from drier to wetter regions:
        - a) Western central areas, north and south extremes
        - b) Eastern central areas
    3. Temperature - mild to warm, even Areas ranging from cooler to warmer:
        - a) Mountains
        - b) Valleys
    4. Typhoons
        - a) June to December
        - b) Northeastern areas - especially severe in eastern Luzon and Samar

- C. Terrain and Vegetation
    1. Terrain
        - a) 7,000 islands - largest are Luzon and Mindanao
        - b) Narrow strips of coastal plains
        - c) Central plain of Luzon
        - d) Valleys
        - e) Mountains and plateaus
        - f) Active volcanoes
    2. Vegetation
        - a) Tropical rain forests
        - b) Pine forests
        - c) Brush and cogon
        - d) Swamp, marsh, mangroves
        - e) Cultivated land

VI. Thailand

A. Location in Southeast Asia region - 20°N. & 6°N. Lat. and 98°E. & 106°E. Long.
   1. South of Burma and Laos
   2. North of Malaysia and Gulf of Siam
   3. East of Burma
   4. West of Cambodia and Laos

B. Climate - Tropical
   1. Wet and dry seasons
   2. Rainfall (under 40" to over 120" annually) - Distribution ranging from driest to wettest regions:
      a) Central plain (Dry Zone)
      b) Korat Plateau
      c) Western uplands and northern hills
      d) Peninsular, south and southeast Thailand
   3. Temperature - warm and humid, - slightly variable Areas ranging from cooler to warmer:
      a) Uplands
      b) Lowlands

C. Terrain and Vegetation
   1. Terrain
      a) Central plain (Chao Phraya River)
      b) Korat Plateau
      c) Uplands
   2. Vegetation
      a) Tropical rain forests
      b) Teak, deciduous, pine forests
      c) Savannas
      d) Mangroves
      e) Cultivated land

VII. Vietnam

- A. Location in Southeast Asia region - 23°N. & 9°N. Lat. and 102°E. & 109°E. Long.
  - 1. South of China
  - 2. North and west of South China Sea
  - 3. East of Laos and Cambodia

- B. Climate - Tropical Monsoonal
  - 1. Seasons - wet
    - a) North
      - (1) S.E. Monsoon (May to October)
      - (2) N.E. Monsoon (November to April) - Winter drizzle
    - b) South - N.E. Monsoon (September to January)
  - 2. Rainfall (under 40" to over 160" annually) - Distribution ranging from drier to wetter regions:
    - a) Lowlands
    - b) Highlands
  - 3. Temperature - seasonally variable in the north Areas ranging from coolest to warmest:
    - a) Tonkinese climate - north
    - b) Annamese climate - central coastal strip
    - c) Cambodian climate - south

- C. Terrain and Vegetation
  - 1. Terrain
    - a) River deltas (Mekong and Red Rivers)
    - b) Coastal lowlands
    - c) Rugged uplands
  - 2. Vegetation
    - a) Tropical rain forests
    - b) Tropical deciduous forests
    - c) Savannas
    - d) Swamps
    - e) Mangroves
    - f) Cultivated land

GEOGRAPHICAL TERMS

(Including Climate, Terrain and Vegetation)

Alpine vegetation
Archipelago
Cardinal points
Climate
Coast
Continent
Degree
Delta
East
East Longitude
Eastern Hemisphere
Equator
Globe
Hemisphere
Highlands
Insular
Island
Isthmus
Latitude
Longitude
Lowland
Mainland
Mangroves
Map

Maritime
Meridian
Monsoon
North
Northern Hemisphere
Peninsula
Plateau
Savannas
South
Southern Hemisphere
Strait
Subcontinent
Swamp
Temperate Zone
Tidal
Trade winds
Tropic of Cancer
Tropic of Capricorn
Tropics
Upland
Volcanoes
West
West Longitude
Western Hemisphere

II. ANIMALS

PART A. TEACHING/LEARNING SEQUENCES

Sequence 1

LEARNING OBJECTIVE:	Each child identifies one major way in which each factor (climate, temperature, terrain, and vegetation) affects animal life in Southeast Asia.
LEARNING EXPERIENCE:	The teacher and children discuss how climate, temperature, terrain, and vegetation affect animal life in Southeast Asia. After listening to the folk tale "The Bird and the Buffalo," the class discusses why particular animals are used as characters in stories and why these animals have been given certain human characteristics.
RESOURCES:	Geography Information Charts (compiled in Geography Section) Book - Carpenter, Frances. The Elephant's Bathtub, "The Bird and the Buffalo"
SKILLS:	Research (A-5), Interpretive (B-1), Problem Solving (C-3)
ATTITUDES:	Other Cultures (A-1,5,6), Values (B-2)
EVALUATION:	Teacher records oral answers and ideas on the board. One child from each group acts as a secretary and copies these answers for the group's future reference and modification.
QUESTIONS:	How does climate, temperature, terrain, and vegetation affect animal life in a tropical area?

Sequence 2

LEARNING OBJECTIVE:	Each child lists at least five generalizations about the lives of two animals mentioned in the Southeast Asian folk tales.
LEARNING EXPERIENCE:	Each child chooses two animals found in the folk tales and writes all the information that he/she knows about them. These generalizations are handed to the teacher and saved for comparisons to be made in Sequence 8.
RESOURCES:	Notebook Paper, Pencils
SKILLS:	Interpretive (B-8), Problem Solving (C-4)
ATTITUDES:	Other Cultures (A-5,6), Self (C-1)
EVALUATION:	Teacher reads the generalizations to assess the children's preconceived ideas about Southeast Asian animals, but withholds comments until these papers are used in Sequence 8.
QUESTIONS:	What kinds of animals would you expect to find in the six Southeast Asian countries being studied?

Sequence 3

LEARNING OBJECTIVE: Each child lists the same two animals and reasons why Southeast Asians attribute particular human characteristics to certain animals.

LEARNING EXPERIENCE: Each child continues to read folk tales from his/her selected country. Each child completes a chart listing the names of the folk tales, animals used as characters, and characteristics Southeast Asians give these animals in their tales. The child also supplies reasons why he/she thinks these animals are described as having these characteristics. The animals chosen should be the same ones used in Sequence 2.

RESOURCES: Animal Information Charts
Folk Tales (see Bibliography)

SKILLS: Research (A-1,5), Interpretive (B-1), Problem Solving (C-1,3)

ATTITUDES: Other Cultures (A-6), Values (B-2), Self (C-1)

EVALUATION: Teacher circulates among the groups, reads individual charts, and checks each child's ability to follow directions. Teacher also notes children's ideas why animals have certain characteristics in the folk tales.

QUESTIONS: What do you know about Southeast Asian animals?
Why do the folk tales use particular animals?
Why do Southeast Asians give these animals certain human traits and characteristics?

Sequence 4

LEARNING OBJECTIVE:	Each child uses research skills to find factual material to prove or disprove information assumed from fictional sources. Each child locates, analyzes, synthesizes, and writes information in chart form.
LEARNING EXPERIENCE:	Each child checks reference sources such as encyclopedias, reference books, and periodicals to find information about the animals listed on his/her Animal Information Chart. Factual data (e.g., location, characteristics, habits, habitat, use to man, conservation) are added to the Chart.
RESOURCES:	Animal Information Charts Reference Sources (see Bibliography)
SKILLS:	Research (A-2,3,5), Interpretive (B-6,8) Problem Solving (C-1 to 4), Individual Study (D-1)
ATTITUDES:	Other Cultures (A-6), Values (B-2), Self (C-1)
EVALUATION:	Each child evaluates his/her own ideas and makes changes or adds new information to the Chart.
QUESTIONS:	What factual information did you find that differs from your ideas about animals based on the folk tales? What are the physical features of your two animals? How does the environment affect their habits (e.g., food gathering)? What do the people of your assigned Southeast Asian country think of these animals? Why? Do any of these animals receive special care or attention from Southeast Asians? If so, why? How do Southeast Asians use your animals? Are any of these animals in danger of extinction? What would it mean to Southeast Asia or to the world if these animals did become extinct?

Sequence 5

LEARNING OBJECTIVE:	The class applies gathered information to pictures and identifies differences among Southeast Asian animals.
LEARNING EXPERIENCE:	The entire class collects pictures of the animals being studied for a scrapbook. Under each picture, factual data (e.g., appearance, habits, habitat) and man's attitudes toward them are listed.
RESOURCES:	Magazines and Newspapers (e.g., *National Geographic Magazine*, *National Geographic School Bulletin*, *International Wildlife*, *World Wildlife Illustrated*) Scrapbook, Extra Pages Library Picture File Scissors, Paste
SKILLS:	Research (A-3,5), Interpretive (B-2,7). Problem Solving (C-4), Group Activity (D-2)
ATTITUDES:	Other Cultures (A-5,6), Values (B-2), Peer (C-3,4)
EVALUATION:	Teacher and children periodically check animal pictures pasted in the scrapbook and information recorded to make sure these are accurate. If a discrepancy is found, the children must complete further research.
QUESTIONS:	Do any Southeast Asian animals have special characteristics? Are the animals in Southeast Asia found in other parts of the world?

Sequence 6

LEARNING OBJECTIVE:	Each child can orally identify some Southeast Asian animals, (especially the elephant), their habitat and characteristics.
LEARNING EXPERIENCE:	Children watch the film "Niok" to see some animals, plants, and habitat associated with the climate and temperature of mainland Southeast Asia. Discussion follows the movie.
RESOURCES:	Film - "Niok"
SKILLS:	Research (A-5), Interpretive (B-1), Problem Solving (C-2,3)
ATTITUDES:	Other Cultures (A-5,6)
EVALUATION:	Teacher evaluates children's listening and observation skills as they identify information from the film about animals, plants, and environment during the discussion.
QUESTIONS:	What are some of the animals found in Southeast Asia? What are the characteristics of the environment?

Sequence 7

LEARNING OBJECTIVE: Each child identifies different forms of information and can define specific types of information that can be found in each form.

LEARNING EXPERIENCE: Children watch slides that the teacher has prepared on animals of Southeast Asia. They compare many sources of information--fiction and non-fiction books, pictures, slides, films, periodicals, records--and discuss which media is best for certain purposes.

RESOURCES: Slides of Southeast Asian animals

SKILLS: Research (A-5), Interpretive (B-2), Problem Solving (C-2,4)

ATTITUDES: Other Cultures (A-6)

EVALUATION: Teacher evaluates oral answers and children's reasoning for choosing certain sources for different purposes.

QUESTIONS:
Which media do you think is best for finding different types of information (e.g., facts, moral values, understanding lifestyles, appearances)? Why?
Which media helps you to understand the facts about climate, animals, and plants in Southeast Asia?
How would you rank the media from the best to the least effective for supplying factual data? Why?

Sequence 8

LEARNING OBJECTIVE: Each child compares his/her preconceived ideas about animals with factual data, rewriting the original ideas so that they are consistent with data found in reliable sources.

LEARNING EXPERIENCE: Each child again writes all the information he/she knows about the two Southeast Asian animals chosen in Sequence 2. The original papers are returned and each child compares them, listing the new data acquired through the research carried out in Sequence 4.

RESOURCES: Papers from Sequence 2
Notebook Paper, Pencils

SKILLS: Research (A-5), Interpretive (B-8), Problem Solving (C-1)

ATTITUDES: Other Cultures (A-6), Self (C-1)

EVALUATION: Each child evaluates information written at the beginning of the study and after research has been carried out. He/she compares preconceived ideas with the new knowledge demonstrated in the second paper. Teacher evaluates papers checking what new knowledge has been gained and accuracy of the information.

QUESTIONS: How do your ideas about Southeast Asian animals differ from the first paper written about them?
What new information has been learned?

Sequence 9

LEARNING OBJECTIVE: Each group makes a map legend, and uses it to designate locations of animals in Southeast Asia.

LEARNING EXPERIENCE: Each group makes a tiny picture of each selected animal and places it on the large relief map made in the Geography Section. These replicas serve as keys to the countries where these animals are found.

RESOURCES: Art Paper, Crayons, Chalk or Paints
Relief Maps Made in Geography Section

SKILLS: Research (A-4), Interpretive (B-3,4,7), Group Activity (D-2 to 5)

ATTITUDES: Other Cultures (A-5,6), Peer (C-2 to 4)

EVALUATION: Teacher evaluates how accurately children place animals on the map.

QUESTIONS: What animals are found in your country?
What conditions in these countries are present allowing these animals to survive there?

Sequence 10

LEARNING OBJECTIVE: Each child defines fact and fiction and uses factual data to produce an original imaginary story.

LEARNING EXPERIENCE: Each child writes an imaginary tale using animals from Southeast Asia as characters. After the story is completed, each child lists the reasons why the animals were given certain characteristics. He/she may illustrate the story. After evaluation by the teacher and class, these stories and illustrations are bound by the librarian into a book to be shared and eventually placed in the library.

RESOURCES: Writing Paper, Pencils
Art Paper, Crayons or Paints

SKILLS: Interpretive (B-7,8), Problem Solving (C-3,4), Individual Study (D-1,6)

ATTITUDES: Other Cultures (A-5,6), Self (C-1)

EVALUATION: Teacher evaluates the stories for creativeness, description of setting, character and action, and application to the Southeast Asian animal study. Class evaluates the stories by listening to those who want to read their stories for constructive criticism.

QUESTIONS: If you were writing a folk tale with an animal or animals as character(s), which animal(s) would you choose? Why?
How can animal characteristics be used to illustrate human qualities, emotions and values?
Why must you be consistent about details in the setting, character and actions of the animals you choose?

ANIMAL INFORMATION CHART

Your Name ______________________________

Southeast Asian Country Group _________________________

Titles of folk tales you have read ______________________________

NAMES OF ANIMALS IN FOLK TALES:	SUPERSTITIONS AND CHARACTERISTICS IN THE FOLK TALES:	WHY ARE THESE ANIMALS CONNECTED WITH SUPERSTITIONS OR HAVE CERTAIN CHARACTERISTICS?

FACTUAL DATA (INCLUDE LOCATION, CHARACTERISTICS, HABITS, HABITAT, USE TO MAN, CONSERVATION):

REFERENCE BOOKS USED:

PART B. CONTENT - ANIMALS

I. Elephant

- A. Superstitions and characteristics in folk tales
  - 1. White elephant
    - a) Sacred
      - (1) Appears in Buddha's mother's dream before his birth
      - (2) Hindu god of mythology
    - b) Belongs to royalty
    - c) Symbol of good luck and fortune
  - 2. Grey elephant
    - a) Symbol of goodness
    - b) Makes lightning by shaking self
    - c) Eight elephants hold up world in Hindu mythology

- B. Factual data on elephants found in Southeast Asia
  - 1. Location (Asiatic elephant)
    - a) Burma
    - b) Thailand
    - c) Indochina
    - d) Malay Peninsula and northeast Borneo
    - e) Indonesia (Sumatra)
  - 2. Characteristics
    - a) Size - 7 to 10 feet high and about 4 tons - generally body and ears smaller than African elephant
    - b) Other physical features
      - (1) Thick skin - takes frequent baths and uses mud as protection
      - (2) Trunk - is an elongated nose
        - (a) Has acute sense of touch and smell
        - (b) Used in drinking and bathing
        - (c) Can carry all sizes of articles
      - (3) Flaps ears to cool body
    - c) Habitat and habits
      - (1) Tall rain forests, grass jungle and dry forests
      - (2) Moves in herds seeking food
      - (3) Excellent swimmers
    - d) Diet
      - (1) Needs lots of food and water
      - (2) Eats wild vegetation and sometimes raids cultivated crops
    - e) Reproduction
      - (1) Single young - about 200 lbs. and 3 feet

high at birth
        (2) Males mature at 11 years, females at 8 to 10 years

3. Used by man
    a) Logging
    b) Hauling
    c) Clearing fields
    d) Transportation
    e) Hunting
    f) Circus acts and zoos
4. Conservation - wild herds threatened (Malaysia, Sumatra)

II. Tiger

A. Superstitions and characteristics in folk tales
  1. King of the jungle beasts
  2. Dangerous and sensitive
  3. Disliked but respected
  4. Whisker's and paws used as charms
  5. Able to change shape from animal to human and vice versa

B. Factual data on tigers found in Southeast Asia
  1. Location
    a) Burma
    b) Thailand
    c) Vietnam
    d) Malay Peninsula
    e) Indonesia (Java, Sumatra, Bali)
  2. Characteristics
    a) Size and coloring - varies
      (1) Males - 3 to 9 feet in length, 300 to 500 lbs.
      (2) Females - smaller than males
      (3) Bright fawn with black stripes, white underside and patches
    b) Habitat and habits
      (1) Jungles - terrestial - climbs trees only when necessary
      (2) Swims easily
      (3) Mostly nocturnal
      (4) Usually solitary
    c) Diet
      (1) Carnivorous - eats deer, wild pigs, peafowl, cattle, young buffalo, and other small animals
      (2) Usually not a man-killer - attacks only if very hungry, old, wounded, or mother with cubs is disturbed.
    d) Reproduction
      (1) 2 to 4 cubs in a litter - usually only half survive
      (2) Stays with mother 2 to 3 years
      (3) Males mature at 4 to 5 years, females at 3 to 4 years.
  3. Used by man
    a) Hunted for pelts and trophies
    b) Exhibited in zoos
  4. Conservation - in great danger of extinction because of competition from humans over wilderness areas

III. Monkey

A. Superstitions and characteristics in folk tales
  1. Perfect servant
  2. Faithful followers and warriors of Rama (in the *Ramayana*)
  3. Chatterer

B. Factual data on monkeys found in Southeast Asia
  1. Location - found in all Southeast Asian countries
  2. Classified as Old World monkeys - different from New World monkeys:
    a) More colorful
    b) Sharper noses and fewer teeth
    c) Has nonprehensile tail used for balancing
    d) Has buttock pads
  3. Characteristics
    a) Size and coloring - varies considerably
    b) Other physical features
      (1) Arms and legs almost equal in length
      (2) Hands shorter than feet
    c) Habitat and habits
      (1) Lives in variety of environments in groups
        (a) On ground or in trees
        (b) Beaches, lowlands, bush or rocky hillsides, forests
      (2) Diurnal
    d) Diet - vegetarian or omnivorous - sometimes raids cultivated crops
    e) Reproduction - single young
  4. Used by man
    a) Pets
    b) Trained to gather coconuts
    c) Hunted for meat and fur
    d) Rhesus monkeys used in scientific experiments

IV. Crocodile

A. Superstitions and characteristics in folk tales
   1. Not allowed to eat man by King Solomon's Law
   2. Cunning
   3. Feared

B. Factual data on crocodiles found in Southeast Asia
   1. Location - found in all Southeast Asian countries
   2. Different species
      a) Estuarine - giant salt water
      b) Siamese
      c) Malayan Gavial (Gharial) - freshwater (Malay Peninsula, Borneo, Sumatra)
      d) Indian Gavial (Indochina)
   3. Characteristics
      a) Size and coloring - varies, up to 20 feet in length
      b) Other physical features
         (1) Low cigar-shaped body, short legs
         (2) Long, powerful tail
         (3) Tough hide, long snout and sharp teeth
         (4) Webbed feet
         (5) Eyes, nostrils and external ears located on upper part of head that remains above surface of water while swimming
      c) Habitat and habits
         (1) Lives near water
            (a) Swamps and marshes
            (b) Lakes, ponds, sluggish rivers
            (c) Coastal regions - may swim out to sea
         (2) Mostly nocturnal
      d) Diet
         (1) Eats small animals, fish, birds
         (2) Occasionally attacks larger animals and man
         (3) Drowns prey by twisting and turning rapidly in water
      e) Reproduction - lays eggs buried in banks of rivers, shorelines
   4. Used by man
      a) Hides used in leather goods
      b) Musk glands used in perfume
   5. Conservation - some species threatened due to hunting for hides

V. Cattle and Buffalo

- A. Superstitions and characteristics in folk tales
  - 1. Patient
  - 2. Faithful
  - 3. Contented
  - 4. Sometimes appears slow witted
  - 5. Ferocious when aroused
- B. Factual data on cattle and buffalo found in Southeast Asia
  - 1. Location - Found in all Southeast Asian countries
  - 2. Different species
    - a) Water buffalo - domesticated
    - b) Wild Gaur ("Seladang") - largest of wild cattle - Burma, Thailand, Indochina, Malay Peninsula
    - c) Wild Tamarau - endangered species - Philippines
    - d) Anoa - smallest of wild cattle - endangered species - Sulawesi
    - e) Banteng - wild types endangered - Thailand, Indochina, Malay Peninsula, Kalimantan, Java
  - 3. Characteristics
    - a) Size - 3 to 9 feet in length
    - b) Other physical features
      - (1) Swept-back or flattened horns
      - (2) Tough, thick hide
    - c) Habitat and habits
      - (1) Some types wallow in mud and water for protection from insects
      - (2) Most types live in herds
      - (3) Graze in clearings, forest edges, open banks of rivers
    - d) Diet - mostly grasses, some foliage
    - e) Reproduction - normally 1 or 2 calves
  - 4. Used by man - domesticated species
    - a) Plowing
    - b) Source of milk and meat
    - c) Leather goods and horns
    - d) Transportation
    - e) Dung used as fuel and to make threshing floor for rice
  - 5. Conservation - some wild types threatened with extinction

VI. Mousedeer

- A. Superstitions and characteristics in folk tales
  - 1. Called "Sang Kanchil"
  - 2. Clever - uses trickery, flattery (much like Br'er Rabbit)
  - 3. Practical joker
  - 4. Wise
- B. Factual data on mousedeer found in Southeast Asia
  - 1. Location - found throughout Southeast Asia
  - 2. Characteristics
    - a) Size and coloring - varies
      - (1) Smallest of all hoofed animals
      - (2) Smallest species about size of a hare - stands about 8" high
      - (3) Chestnut-red to brown in color, with white stripe at throat and other white patches or spots
    - b) Other physical features
      - (1) No horns or antlers
      - (2) Small, slender hooves
    - c) Habitat and habits
      - (1) Forests and mangrove thickets
      - (2) Usually nocturnal
      - (3) Generally solitary, sometimes in pairs
      - (4) Shy - not easily spotted
      - (5) Plays dead when spotted or pursued
    - d) Diet
      - (1) Browses on low bushes, ground vegetation, roots, fallen fruit
      - (2) Insects, fish, small mammals
    - e) Reproduction - 1 or 2 young born, often at end of rainy season when vegetation is abundant
  - 3. Used by man - hunted for meat

VII. Lizards

A. Superstitions and characteristics in folk tales
   1. Two fighting - omen of bad luck and illness
   2. Gecko lizard - omen of good luck
   3. Large lizard - omen of bad luck

B. Factual data on lizards found in Southeast Asia
   1. Location - many varieties found in all Southeast Asian countries
   2. Different species
      a) Gecko - many varieties
         (1) Small, short, flat bodies covered with scales
         (2) Feet - has broadened toe pad covered with thousands of tiny hook cells - able to climb walls and ceilings
         (3) Found everywhere - generally nocturnal
         (4) Eats insects - will be found near lights in dwellings
         (5) Tail will easily come off - able to grow new one
         (6) Lays eggs
      b) Monitor
         (1) Largest lizards in existence - generally 3 to 6 feet in length
         (2) Long heads and necks with short, powerful legs
         (3) Long tail used in swimming and as weapon when swung from side to side
         (4) Has forked tongue
         (5) Some types remain mostly in water - are excellent swimmers
         (6) Good climbers
         (7) Defends self with teeth and claws
         (8) Eats any small animal it can kill
         (9) Diurnal
         (10) Lays eggs
         (11) Hunted for meat and skin
      c) Komodo - member of monitor family
         (1) Largest of monitor lizards
         (2) Size - up to 12 feet in length and about 300 lbs.
         (3) Found only on Indonesian islands of Komodo, Padar Islands, Rinca, and western tip of Flores

(4) Runs into jungle or sea when disturbed - may attack man
(5) Uses teeth and tail in defense and hunting food
(6) Eats mostly deer and wild pig
(7) Lays eggs
(8) Extinction possible with man's increasing encroachment on its habitat

III. PLANTS

PART A. TEACHING/LEARNING SEQUENCES

Sequence 1

LEARNING OBJECTIVE: Each child identifies one major way in which each factor (climate, temperature, and terrain) affects plant life in Southeast Asia.

LEARNING EXPERIENCE: The teacher and children discuss how climate, temperature, and terrain affect plant life in Southeast Asia. An oral review of Southeast Asian folk tales can serve to identify a few of the plants.

RESOURCES: Geography Information Charts (compiled in Geography Section)

SKILLS: Research (A-5), Interpretive (B-1), Problem Solving (C-3)

ATTITUDES: Other Cultures (A-1,5,6)

EVALUATION: Teacher records oral answers and ideas on the board. One child acts as a secretary for his/her group and copies these answers for the group's future reference and modification.

QUESTIONS: How does climate, temperature, and terrain affect the plant life in a tropical area?
What kinds of plants would you expect to find in the six Southeast Asian countries being studied?

Sequence 2

LEARNING OBJECTIVE: Each child lists at least two plants mentioned in the folk tales and how they are described or used. Research is carried out to find factual material to support the plants' description and/or use in the folk tales.

Each child locates, analyzes, synthesizes, and writes information in chart form.

LEARNING EXPERIENCE: Each child completes a Plant Information Chart by listing two plants and their description and/or use in the folk tales. He/she checks reference sources to find factual data (e.g., appearance, location, growing conditions, life cycle, uses) about these plants and adds this information to the Chart.

RESOURCES:
Plant Information Charts
Folk Tales (see Bibliography)
Reference Sources (see Bibliography)

SKILLS: Research (A-1,2,5), Interpretive (B-1,6,8), Problem Solving (C-1 to 4), Individual Study (D-1)

ATTITUDES: Other Cultures (A-6), Values (B-2), Self (C-1)

EVALUATION: Teacher circulates among the groups, reads individual charts, and checks each child's ability to follow directions. Each child evaluates his/her own ideas, makes changes, or adds new information to the Chart.

QUESTIONS:
What do you know about Southeast Asian plants?
Why are these plants mentioned in the folk tales?
What are the physical features of your two plants?
How does the environment affect these plants?
How do Southeast Asians use these plants?
What information did you find in reference sources that differ from that mentioned in the folk tales?

Sequence 3

LEARNING OBJECTIVE:	The class applies gathered information to pictures and identifies the name and characteristics of each plant.
LEARNING EXPERIENCE:	The entire class collects pictures of the plants being studied and places them on large sheets of colored poster board. One poster board is designated for each tree or plant. Under these pictures, factual data (e.g., appearance, growing conditions, uses) are listed. Pictures are spaced so that additional cut-outs from Sequence 6 can be inserted.
RESOURCES:	Large Sheets of Colored Poster Board Magazines and Newspapers Library Picture File Scissors, Paste
SKILLS:	Research (A-3,5), Interpretive (B-2,7), Problem Solving (C-4), Group Activity (D-2)
ATTITUDES:	Other Cultures (A-5,6), Values (B-2), Peer (C-3,4)
EVALUATION:	Teacher and children periodically check plant pictures pasted on poster boards and the information recorded to make sure these are accurate. If a discrepancy is found, the children must complete further research.
QUESTIONS:	Do any Southeast Asian plants have special characteristics? What are they?

Sequence 4

LEARNING OBJECTIVE:

Each child identifies different foods eaten in Southeast Asia and reasons why they are found in this particular location.

Each group plans one course for a Southeast Asian dinner, shops for needed foodstuffs, compares prices, and calculates cost per person.

Each group cooks and serves one course for the class dinner in an orderly manner.

Each child can describe a gamelan orchestra and can identify an instrument made from a plant.

LEARNING EXPERIENCE:

HIGHLIGHT: Children find Southeast Asian recipes and plan a class dinner using rice, coconut, bamboo, banana, papaya, and mango. Each group is responsible for one course of the meal. The groups find out where the foodstuffs may be purchased, compare prices, and determine how much each course costs. After calculating total costs, the groups decide on price per person and how the money is to be collected. A date is set for the dinner.

Each group prepares and serves one course. During the dinner Southeast Asian music is played and the class discusses how it is similar to and different from American music. The class explores the composition of a gamelan orchestra and how some musical instruments in Southeast Asia are made from plants. The class listens to folk songs noting any similarity to the folk tales read in class.

After the dinner, teacher and children comment on the taste of the foods. The class discusses foods that probably are unfamiliar to Southeast Asians.

RESOURCES:

Recipes - (see Bibliography III. Teaching Aids)
Grocery List
Price Comparison List
Utensils for Cooking and Serving Meal
Foodstuffs
Record - "Hi Neighbor" Phono-Record Series "Music of Indonesia"

SKILLS: Research (A-2,3,5), Interpretive (B-6), Problem Solving (C-4), Group Activity (D-2 to 5)

ATTITUDES: Other Cultures (A-2,3,4,6), Values (B-2), Peer (C-2 to 4)

EVALUATION: Each child self-evaluates his/her participation in the group by continuing to mark the Self Evaluation Chart. Teacher-child conferences continue.

Teacher observes group work, organization and execution of dinner project.

Class evaluates dinner by answering a questionnaire (enjoyment, improvements, success of project).

QUESTIONS:

Why are recipes needed for preparing dishes for the dinner?
Why do we need to shop and compare prices?
Is this meal the same as what might be eaten by Southeast Asians? Why or why not?
Why is Southeast Asian food different from American food?
What are some things that both Americans and Southeast Asians eat?
Are Southeast Asian and American cooking methods the same? Why or why not?
Is Southeast Asian music different from American music? If so, how?
How do Southeast Asians make their musical instruments?
Do Southeast Asians have the same type of musical instruments as Americans? How are they different?

Sequence 5

LEARNING OBJECTIVE: Each child describes how bamboo is harvested and some of the uses of bamboo.

LEARNING EXPERIENCE: Children watch the film "Jalan, Jalan" noticing particularly the harvesting of bamboo. Each child writes a short paragraph describing how bamboo is harvested and its uses.

RESOURCES: Film - "Jalan, Jalan"
Notebook Paper, Pencils

SKILLS: Research (A-5), Interpretive (B-1,8), Problem Solving (C-4)

ATTITUDES: Other Cultures (A-6), Self (C-1)

EVALUATION: Teacher observes children's listening and observation skills. Teacher evaluates short paragraphs and has conferences with children having difficulty summarizing information from a film.

QUESTIONS: How is bamboo harvested as shown in the film?
How do Southeast Asians use bamboo?

Sequence 6

LEARNING OBJECTIVE: Each group finds several products made from Southeast Asian plants and trees.

LEARNING EXPERIENCE: Each group searches catalogs and advertisements for pictures of items made of bamboo, coconut palm, rice stalk, and teak. They paste pictures on appropriate poster boards begun in Sequence 3. The groups also collect actual articles made from these materials. The groups display their objects on a table beneath the posters.

RESOURCES: Old Catalogs, Magazines, Newspapers

SKILLS: Research (A-3,5), Interpretive (B-2,7), Problem Solving (C-4), Group Activity (D-2)

ATTITUDES: Other Cultures (A-6), Values (B-2), Peer (C-2 to 4)

EVALUATION: Teacher and children evaluate collected pictures and objects to see if they are appropriate for the poster board and display table.

QUESTIONS:
What items in Southeast Asia are made of bamboo, rice stalks, coconut, and teak?
What items made from teak might be found in your home?
Why do Southeast Asians find so many uses for these tropical plants?
Do Americans make as many things out of plants found here?

Sequence 7

LEARNING OBJECTIVE:	Each child understands how Southeast Asians lumber trees and how this may be different from the way Americans lumber trees. Each child also identifies the reasons why Southeast Asians sometimes use elephants instead of machinery.
LEARNING EXPERIENCE:	Children view the film "Mainland Southeast Asia--Thailand" noticing in particular methods of lumbering.
RESOURCES:	Film - "Mainland Southeast Asia--Thailand"
SKILLS:	Research (A-5), Interpretive (B-1), Problem Solving (C-4)
ATTITUDES:	Other Cultures (A-3,6), Values (B-2)
EVALUATION:	Teacher evaluates children's listening and observation skills by asking questions related to the film.
QUESTIONS:	What are some of Southeast Asia's natural resources? How do Southeast Asians use elephants in lumbering? Why do Southeast Asians sometimes use elephants rather than machinery?

PLANT INFORMATION CHART

Your Name________________________________

Southeast Asian Country Group__________________________

Titles of the folk tales you have read_____________________________

PLANTS YOU FOUND IN THE FOLK TALES:	HOW ARE THEY DESCRIBED OR USED IN THE FOLK TALES? (LIST CLUES)

FACTUAL DATA (INCLUDE APPEARANCE, LOCATION, GROWING CONDITIONS, LIFE CYCLE, USES):

REFERENCE BOOKS USED:

PART B. CONTENT - PLANTS

I. Rice

- A. Characteristics - belongs to the grass family
  - 1. Appearance
    - a) Size - stalks up to 4 feet in height
    - b) Leaves - long, slender, green
  - 2. Grown in all Southeast Asian countries
    - a) Cultivated for at least 4,000 years - probably originated in Southeast Asia
    - b) Over 2,400 varieties
  - 3. Growing conditions
    - a) Climate - can be grown year round between latitude 20°N. & 20°S.; also grows in temperature zones between latitude 45°N. & 40°S.
      - (1) Rain and/or irrigation - needs very wet conditions - life cycle coordinated with monsoon or wet seasons
      - (2) Temperature - warm, between 68°F. to 100°F.
      - (3) Sunshine - requires long sunny days
    - b) Soil - grows best on heavy soils - river valleys, deltas, coastal areas
    - c) Two types of cultivation - wet padi and dry padi - wet padi provides bulk of rice production
  - 4. Life cycle - wet padi
    - a) Seeds sprouted in outdoor nurseries
    - b) Seedlings transplanted to ploughed and raked fields that have been flooded.
    - c) Maturation period varies depending on environment and rice variety - 90 to 260 days

- B. Uses
  - 1. Rice kernals - main source of carbohydrates for Southeast Asians
    - a) Served with meat, fish, poultry and vegetables
    - b) Sweet, sticky rice made into desserts, special rice cakes for holidays
    - c) Offered to spirits and gods
    - d) Made into beverages - beer and wine
  - 2. Hull
    - a) Fuel - burned to supply power in rice mills
    - b) Used in making adobe brick
  - 3. Bran coat - contains vitamins and minerals
    - a) Oil used in soap making
    - b) Livestock feed
  - 4. Stalk - dried straw

a) Sandals, hats, raincoats, rope, strawboards
b) Roof thatching
c) Bed for mushroom growing
d) Livestock feed

II. Coconut palm

- A. Characteristics - member of palm family
  - 1. Appearance
    - a) Size - tree stands 40 to 100 feet high
    - b) Leaves - slender, about 1½ to 2 feet long
    - c) Unhusked nut - rounded, about size of football
  - 2. Found in all tropical areas - probably originated from Malayan Peninsula
  - 3. Growing conditions
    - a) Climate - humid and warm
      - (1) Rain - needs at least 40" rain per year
      - (2) Temperature - about 72°F.
    - b) Soil - sandy - grows mostly along coastal areas
  - 4. Life cycle
    - a) Sprouts from seed of nut - when cultivated, planted in outdoor nurseries and transplanted when several months old
    - b) Seed covered with thick husk of fibers - bouyant and can float in water a long time
    - c) Flowers appear when plant is about 4 years of age
    - d) First bears fruit about 5 to 8 years of age
    - e) When mature - will bear 60 to 70 coconuts per year
    - f) Continues producing 60 to 80 years
    - g) Coconut seed - requires one year to ripen after flower is fertilized

- B. Uses
  - 1. Fruit
    - a) Meat
      - (1) Eaten fresh
      - (2) Grated and squeezed for making curries, puddings, cakes
      - (3) Dried - copra - used in making soap, flavorings, lubricants, stock feed
    - b) Oil
      - (1) Soap, margarine, cooking oil
      - (2) Fuel for light
    - c) Sweet milk - used in drinks
    - d) Stone - hard shell between meat and husk - made into cups and containers
  - 2. Husk fibers - coir
    - a) Woven into mats, ropes, brooms
    - b) Fuel for fire - smoke used to drive away mosquitoes

3. Trunk - tough, fibrous
    a) Building material
    b) Heart may be eaten
    c) Trunk spines made into fishhooks
4. Leaves - pliable
    a) Roof thatching
    b) Strips woven into hats, mats, baskets, decorations
5. Sap from flower stem
    a) Toddy (fermented drink)
    b) Sugar, vinegar, yeast
6. Roots
    a) Dyes
    b) Medicine

III. Bamboo

- A. Characteristics - largest member of grass family
  - 1. Appearance
    - a) Size - 10 to 30 feet high - one variety grows as high as 120 feet
    - b) Leaves - blade shaped, several inches long
  - 2. Grow naturally in tropical climates
    - a) Found throughout Southeast Asia
    - b) Used for thousands of years in Asia as food, building and tool material
  - 3. Growing conditions
    - a) Climate
      - (1) Rain - prefers damp, wet ground
      - (2) Temperature - will grow in both tropical and temperate climates
    - b) Grows mostly in lowlands and swamps
  - 4. Life cycle
    - a) Spreads new shoots by underground rhizome
    - b) Grows quickly in clumps or singly - may increase length as much as 18" in 24 hours
    - c) Most types flower only once and die after seeding

- B. Uses
  - 1. Stem - light, uniform, strong, jointed - used whole or split and woven
    - a) Building material and furnishings
      - (1) Houses - beams, walls, floors, scaffolding
      - (2) Furniture and mats
      - (3) Bridges, rafts
      - (4) Cages for chickens and pigs
      - (5) Fences and water pipes
    - b) Utensils and tools
      - (1) Cooking pots and water containers
      - (2) Fishing poles and traps
      - (3) Garden stakes
      - (4) Sticks for carrying goods
      - (5) Sandals
      - (6) Sails
    - c) Musical instruments
    - d) Paper - from pulp of stems
  - 2. Sprouts - eaten, some varieties must be boiled to remove poisonous acid
  - 3. Roots - extensive network structure help prevent soil erosion

IV. Banana

A. Characteristics - perennial herb
  1. Appearance
    a) Size - stems grow 10 to 25 feet high - no true trunk
    b) Leaves - unroll from stem - large, paddle-shaped 1 to 2 feet wide, 6 to 10 feet long
    c) Banana fingers - 3 to 10" long - green, turning yellow when ripe
  2. Probably native to Indonesia and Malaysia - grown in all Southeast Asian countries
  3. Growing conditions
    a) Climate - tropical, humid
      (1) Rainfall - 65 to 100" or more
      (2) Temperature - above 75°F.
    b) Soil - fertile, moist but well-drained
    c) Needs protection from wind which shred leaves
  4. Life cycle
    a) Propagated from pieces of rhizome - off-shoots (suckers) planted in ground 10 to 15 feet apart
    b) Plant matures in about one year - produces single inflorescence containing male and female flowers
    c) Seedless banana fingers are arranged in "hands" along stalk - about 100 bananas per stalk
    d) Banana tree stem cut down after fruit stalk removed

B. Uses
  1. Fruit - eaten fresh or cooked, sometimes dried and pounded into flour
  2. Leaves - broad and pliable
    a) Plates
    b) Wrapping for cooking food
    c) Decorations

V. Papaya

A. Characteristics - member of tropical papaw family
   1. Appearance - looks like palm tree
      a) Size - unbranched trunk grows 10 to 30 feet high
      b) Leaves - 15 to 20" long - broad and irregularly cut
      c) Fruit - oblong, about 3 to 12" long
   2. Native to tropical America - introduced throughout Southeast Asia
   3. Growing conditions - climate - tropical heat
   4. Life cycle
      a) Seeds planted in outdoor nursery - germinates in 3 to 4 weeks
      b) Young plant transplanted to cleared field
      c) Flowers bear fruit in about 10 months
      d) Produces fruit year round
      e) Plant produces best fruit within first 3 years, although it will continue producing fruit another 3 years

B. Uses
   1. Fruit - yellowish orange meat with sweet, musky tang
      a) Eaten fresh
      b) Made into pickles, juice, preserves, jellies, or cooked like squash
   2. Latex from fruit - contains enzyme papain
      a) Meat tenderizer
      b) Medicine for dyspepsia

VI. Mango

- A. Characteristics - member of cashew family
  - 1. Appearance
    - a) Size - tree grows 40 to 90 feet high - branched
    - b) Leaves - slender and pointed, about 10 to 12" long - grows in thick dark green bunches
    - c) Fruit
      - (1) Size of apple - covered with green leathery skin
      - (2) Meat - soft, juicy, sweet pulp surrounding large flat seed
  - 2. Native to India, Burma and/or Malaysia - grown throughout Southeast Asia
    - a) Cultivated in India more than 4,000 years
    - b) About 40 different varieties
  - 3. Growing conditions
    - a) Climate - tropical - temperature at least 70°F.
    - b) Produces best fruit where there is a dry season
    - c) Soil - well-drained, loamy
  - 4. Life cycle
    - a) Grows wild or cultivated
    - b) Propagated through seedlings or grafts
    - c) Bears fruit when 4 to 5 years old
    - d) Will fruit 20 years or more

- B. Uses
  - 1. Fruit - yellow-orange pulp
    - a) Eaten fresh
    - b) Preserves, jellies, pickles
    - c) Wine and glucose
    - d) Kernal of seed - roasted and eaten
  - 2. Trunk - wood soft, easy to cut
    - a) Boats and canoes
    - b) Boxes
  - 3. Bark - tannin used for tanning leather

VII. Banyan Tree

A. Characteristics - member of fig family
  1. Appearance
    a) Size - grows to 100 feet in height
    b) Prop roots drop from branches
  2. Native to Asia - found in all Southeast Asian countries
  3. Growing conditions - tropical climate
  4. Life cycle
    a) Strangler fig - propagates as an epiphyte (air plant)
      (1) Birds drop seeds in tops of other trees
      (2) Seeds sprout and send roots to ground
      (3) Stems, branches and prop roots interlock and kill tree supporting it
      (4) Becomes self-supporting when mature
    b) Bengal fig
      (1) Propagated from seedlings
      (2) Drops thick aerial roots - resembles a grove of trees
      (3) One tree known to measure 2,000 feet in circumference

B. Uses
  1. Fruit - small, round fig not edible, but favorite of birds
  2. Trunk - Bengal fig wood durable in water
  3. Leaves, branches and prop root system - provide shade

VIII. Teak Tree

A. Characteristics - deciduous - member of verbena family
  1. Appearance
    a) Size - grows 80 to 150 feet high
    b) Leaves - large, heart-shaped - 10 to 18" wide, 1½ to 2 feet long
    c) Large seed
  2. Native to India, Burma, Thailand
    a) Used in India more than 2,000 years
    b) Also grown in Philippines and Indonesia (Java)
  3. Growing conditions
    a) Needs seasonal climate
    b) Grows inland
    c) Grows in groups with other trees
  4. Life cycle
    a) Propagated on plantations or grows naturally in forests
    b) Trees 100 to 200 years old in wild forests achieve a diameter of 2 feet

B. Uses
  1. Trunk - wood is strong, durable, water resistant
    a) Export timber
    b) Shipbuilding, buildings, wharves, floors
    c) Furniture, utensils
  2. Leaves
    a) Purple dye
    b) Thatching material
    c) Wrapping material

IV. TRADITIONAL SOCIAL ROLES AND OCCUPATIONS

PART A. TEACHING/LEARNING SEQUENCES

Sequence 1

LEARNING OBJECTIVE:	Each child can name and describe at least three roles and occupations found in Southeast Asian traditional societies. Each child can explain how these roles are related. Each child locates, analyzes, synthesizes and writes information in chart form.
LEARNING EXPERIENCE:	Each child completes an Information Chart on roles and occupations in Southeast Asian traditional societies, listing at least three different kinds (farmer, fisherman, merchant, ruler, or religious leader) mentioned in the folk tales. Reference sources are checked to see if factual data supports the way these roles are described in the folk tales. Each child adds factual information to the Chart.
RESOURCES:	Traditional Social Roles and Occupations Information Chart Folk Tales (see Bibliography) Reference Sources (see Bibliography)
SKILLS:	Research (A-1,2,5), Interpretive (B-1,6,8), Problem Solving (C-1 to 4), Individual Study (D-1)
ATTITUDES:	Other Cultures (A-2,6), Values (B-1,2), Self (C-1)
EVALUATION:	Teacher circulates among the groups, reads individual Charts and checks each child's ability to follow directions. Each child evaluates his/her own ideas, makes changes or adds new information to the Chart.
QUESTIONS:	What do you know about three roles and occupations in Southeast Asian traditional societies? In what parts of the country are these people found?

How does your information found in the reference sources differ from that mentioned in the folk tales?

Sequence 2

LEARNING OBJECTIVE: Each child can describe some techniques of rice, tea, and rubber cultivation in Southeast Asia.

Each child understands the relationship among the different roles that exist in Southeast Asia societies.

LEARNING EXPERIENCE: Children watch the films "Indonesia: An Island Nation's Progress" noticing the techniques for cultivating rice, tea, and rubber, and "Children of Bangkok" focusing on the different social classes that exist in urban Thailand.

RESOURCES: Films - "Indonesia: An Island Nation's Progress"
"Children of Bangkok"

SKILLS: Research (A-5), Interpretive (B-1), Problem Solving (C-4)

ATTITUDES: Other Cultures (A-2,4,6), Values (B-1,2)

EVALUATION: Teacher evaluates children's oral description of rice, tea, and rubber cultivation and the relationships among the different roles in Southeast Asian societies.

QUESTIONS:
Why is rice important to the people of Southeast Asia?
What are the principal crops grown and animals raised by Southeast Asian farmers?
How is the water buffalo used?
How does wet rice and dry rice farming differ?
Why is irrigation necessary in wet rice cultivation?
Why do planting cycles follow monsoon seasons?
Why do the mountain people terrace their land?
How do the majority of the people in Southeast Asia earn a living?

Sequence 3

LEARNING OBJECTIVE:	Each child displays information he/she has gained about Southeast Asian farming and fishing in picture form.
LEARNING EXPERIENCE:	Each child makes a diorama or TV (dowel rods and paper in a box) showing Southeast Asian farmers or fishermen at work.
RESOURCES:	Shoe Boxes, Dowel Rods Shelf Paper Drawing Paper Crayons, Paints Scissors, Paste
SKILLS:	Interpretive (B-1,6,7), Problem Solving (C-4), Individual Study (D-1,6)
ATTITUDES:	Other Cultures (B-2,6), Values (B-2), Self (C-1)
EVALUATION:	Evaluation by the class, and outside classes and teachers in a contest to choose the best portrayal of farming or fishing in Southeast Asia.
QUESTIONS:	What are the most important details that should be shown about farming or fishing in Southeast Asia?

Sequence 4

LEARNING OBJECTIVE: Each group collects its information on Southeast Asia and arranges an attractive bulletin board so that others may acquire information about each Southeast Asian country being studied.

LEARNING EXPERIENCE: Each group begins a bulletin board for its particular country. The boards include maps, charts, pictures, and other material collected or created during the previous teaching/learning sequences.

RESOURCES: Six Large Bulletin Boards
Each Group's Accumulated Material

SKILLS: Interpretive (B-7), Group Activity (D-2 to 6)

ATTITUDES: Other Cultures (A-2,4,5,6), Peer (C-2 to 4)

EVALUATION: Teacher and class evaluate bulletin boards for content, attractiveness and accuracy. Constructive criticism is given by the groups.

QUESTIONS: How do bulletin board displays promote learning about a country?

Sequence 5

LEARNING OBJECTIVE:	Each child creates illustrations based on the folk tales and tells the stories to others, pointing out details about animals, plants, and what people do for a living in Southeast Asia.
LEARNING EXPERIENCE:	Each child makes a picture book of folk tales read, especially of ones not illustrated in the books. He/she shares these pictures with another child while narrating the stories, or instead, makes a tape recording of his/her stories. Each child pays close attention to details about animals, plants, and people at work in the illustrations.
RESOURCES:	Art Paper Crayons or Paints Poster Board for Storybook Covers Yarn for Fastening Covers and Illustrations Tape Recorder
SKILLS:	Interpretive (B-1,7), Problem Solving (C-4), Individual Study (D-1)
ATTITUDES:	Other Cultures (A-1,6), Self (C-1)
EVALUATION:	The listener evaluates the storyteller and the picture book by commenting what was, or was not done well. Alternatively, each child evaluates his/her own storytelling ability by listening to himself/herself on tape.
QUESTIONS:	What are the characteristics of a good storyteller and story?

TRADITIONAL SOCIAL ROLES AND OCCUPATIONS INFORMATION CHART

Your Name________________________________

Southeast Asian Country Group__________________________

Titles of the folk tales you have read____________________________

SOCIAL ROLES AND OCCUPATIONS IN THE FOLK TALES:	HOW ARE THEY DESCRIBED IN THE FOLK TALES? (LIST CLUES)

FACTUAL DATA (INCLUDE WHAT THEY DO, WHERE THEY LIVE, ANY SPECIAL TITLES):

REFERENCE BOOKS USED:

80

PART B. CONTENT - TRADITIONAL ROLES AND OCCUPATIONS

I. Farmers - agriculture forms major source of livelihood in Southeast Asia

- A. Large plantations
  - 1. Generally use hired labor
  - 2. Grow crops for export
    - a) Tea
    - b) Sugar
    - c) Rubber
    - d) Coconut
    - e) Coffee
    - f) Tobacco

- B. Small farmers - own or rent land
  - 1. Live in countryside
  - 2. Role - grow food crops for selves and for sale in local markets
  - 3. Forms largest proportion of population
  - 4. Crops
    - a) Rice
    - b) Vegetables - maize, yams, taro, peanuts, ginger, chili peppers, garlic, cotton, various green vegetables
  - 5. Domestic animals - water buffalo and cattle, chickens, pigs
  - 6. Farming methods - rice
    - a) Wet padi cultivation - crop raised in water
      - (1) Flat lands or terraced hills and mountainsides
      - (2) Before monsoon or wet season - dikes repaired and fallow fields cleared
      - (3) Beginning of wet season or monsoon rains - when soil softened or under several inches of water, fields are ploughed and raked using water buffalo
      - (4) 30 to 50 days before planting fields - seedlings grown in outdoor nurseries
      - (5) Seedlings transplanted to fields - usually done by women, by hand or using stick tool
      - (6) Fields kept flooded under 6 to 8 inches of water
      - (7) Maturation period - varies - 90 to 120 days
      - (8) When rice flowers - water supply reduced and fields are completely drained by time rice ears are ripe
      - (9) Reaping cycles - sometimes each rice ear cut one by one with little hand knife

    - (10) Threshing - separate grain from stalk
        - (a) Stalks beaten against wooden stand
        - (b) Water buffalo made to tramp over stalks
    - (11) Winnowing - separate grain from chaff, dust, and other unwanted matter
        - (a) Grain shaken and thrown up in air using flat, wide basket
        - (b) Grain dropped from a height and breeze allowed to blow away chaff, etc.
    - (12) Milled and bagged - farmer keeps supply for family, sells excess
- b) Dry padi cultivation - dependent on rainfall
    - (1) Usually characterized by shifting cultivation practices
    - (2) Hillsides do not need terracing
    - (3) During dry season - forests or jungle cut and burned ("slash and burn")
    - (4) Beginning of wet season - ashes worked into soil
    - (5) Seeds broadcast - sometimes mixed with another crop like cotton
    - (6) Maturation period - 170 to 200 days
    - (7) Field used only a few seasons, abandoned, and secondary jungle allowed to grow back for 7 to 10 years
- c) Problems in rice cultivation
    - (1) Water supply
        - (a) Inadequate - not enough rain, rains too early or too late
        - (b) Uncontrollable flooding
    - (2) Insect pests
    - (3) Plant diseases
    - (4) Birds and rats eating rice kernals

II. Fisherman

   A. Live along seacoast or major waterways

   B. Role - catch fish and shellfish

   C. Fishing methods
      1. Use nets, traps, lines
      2. Seacoast - seasons dictated by monsoons in some areas
         a) Vessels - junks, sampans, praus
         b) Catch - fish, shrimp, crab, squid, clams
      3. Inland
         a) Ponds, paddies, canals, rivers
         b) Catch - freshwater fish, prawns, catfish, crabs, snails, frogs

III. Merchants

   A. Found in village centers or urban areas

   B. Role - buy and sell goods, lend money

   C. In many Southeast Asian countries - role taken on by immigrants (Chinese, Indians, or other immigrants)

IV. Rulers

   A. Live in capitols or towns

   B. Role - serve as center of political cohesion and/or power

   C. Sometimes kings embody center of religious power

   D. Membership - almost always hereditary

   E. Titles - kings, mandarins, sultans, rajas

V. Religious leaders

   A. Based in temples, mosques

   B. Role - sanction religious practices, transmit religious knowledge and training

   C. Titles - monks, priests

V. RELIGION

PART A. TEACHING/LEARNING SEQUENCES

Sequence 1

LEARNING OBJECTIVE:	Each child describes the significance and purposes of religion and can identify the major religions of Southeast Asia, and the founders (if any) of these religions.
LEARNING EXPERIENCE:	The teacher and children discuss the meaning of religion. The question is raised why people have some form of worship and religion. The children watch the filmstrip "Why Cultures are Different--Religion" and discuss the religions represented in the film, noting in particular the origins, beliefs and practices, founders, and areas in the world where different religions are followed. The children listen to the folk tale "The Footprint of Buddha" and relate the actions of the characters to the beliefs and practices of Buddhism.
RESOURCES:	Filmstrip and tape - "Why Cultures are Different--Religion" Book - Toth, Marian. Tales from Thailand, "The Footprint of Buddha"
SKILLS:	Research (A-5), Interpretive (B-1), Problem Solving (C-3)
ATTITUDES:	Other Cultures (A-2 to 4), Values (B-1)
EVALUATION:	Teacher observes the children's listening, observation and discussion skills.
QUESTIONS:	What does the word "religion" mean? Why do people feel a need for religion? Why do people from different areas have different religions? What actions in the folk tale reflect the religious beliefs of Thailand?

Sequence 2

LEARNING OBJECTIVE:	Each group writes a report on an assigned religion.
LEARNING EXPERIENCE:	Each group is assigned a specific religion to study. The group researches and writes a report using information from the filmstrip and reference materials. These reports focus on the religion's origins, beliefs and practices, the lives of any specific founders, and the history of its transmission to Southeast Asia. The reports are shared with the entire class so that everyone learns the basic components of each religion being studied.
RESOURCES:	Reference Sources (see Bibliography) Religion Information Charts
SKILLS:	Research (A-2,5), Interpretive (B-6,8), Problem Solving (C-1 to 4), Indiv/Group (D-1 to 6)
ATTITUDES:	Other Cultures (A-2 to 4), Self/Peer (C-1 to 4)
EVALUATION:	Teacher and children orally evaluate the reports. Teacher checks accuracy; children give their reactions to the presentations.
QUESTIONS:	What were the beginnings and history of each assigned religion? Was there one person or a group who founded this religion's philosophy, beliefs and practices? What was significant about the individual or group that founded this religion? What is the philosophy of this religion? How do people practice this religion? What are the special rituals for this religion?

Sequence 3

LEARNING OBJECTIVE:	Each group makes an outline from the written reports to serve as a basic reference for the entire class.
LEARNING EXPERIENCE:	Each group makes an outline of its findings on a large poster board. They include the beginnings of the religion, its founder (if any), how it spread to Southeast Asia, and its basic philosophy and rituals. These outlines serve as a source of reference for all the groups.
RESOURCES:	Six Sheets of Large Poster Board Magic Markers
SKILLS:	Interpretive (B-6 to 8), Problem Solving (C-4), Group Activity (D-2 to 6)
ATTITUDES:	Other Cultures (A-2), Peer (C-2 to 4)
EVALUATION:	Teacher evaluates outlines checking for accuracy and proper use of the outline form.
QUESTIONS:	What are the major religions in Southeast Asia?

Sequence 4

LEARNING OBJECTIVE: Each group evaluates the actions of characters in the folk tales and compares these actions with the outlines on the different religions to determine the characters' religious beliefs.

LEARNING EXPERIENCE: Each group evaluates its folk tales, rereading them if necessary and lists specific actions of the characters that would lead a reader to believe that the characters were the followers of a particular religion. The findings are checked against the religion outlines.

Each group identifies the major religion(s) followed by individuals in their assigned country. After checking with the teacher, the group adds the name of their country to the proper outlines.

RESOURCES:
Folk Tales (see Bibliography)
Religion Information Charts

SKILLS: Research (A-1,5), Interpretive (B-1), Problem Solving (C-1 to 3), Group Activity (D-2)

ATTITUDES: Other Cultures (A-2,4), Values (B-1), Peer (C-2 to 4)

EVALUATION: Teacher meets with each group and they discuss its list of character actions and why the characters should be associated with a particular religion or religions.

QUESTIONS:
How do the actions of the characters in the folk tales reveal the people's moral or religious beliefs?
Do some of these actions reflect the practices of more than one religion?
Is the religion of these characters found in your assigned country today?
Why do you think this religion is followed in that Southeast Asian country?

Sequence 5

LEARNING OBJECTIVE:	Each child identifies specific shrines and rituals associated with specific religions.
LEARNING EXPERIENCE:	The class watches the teacher's slides reproduced from books or periodicals, showing examples of temples, pagodas, mosques, spirit houses, statues, and other forms of images and symbols used in different religions.
RESOURCES:	Slides Reference Sources (see Bibliography) Periodicals (see Bibliography)
SKILLS:	Research (A-5)
ATTITUDES:	Other Cultures (A-2,4), Values (B-1)
EVALUATION:	Teacher observes listening and observation skills as the children orally identify specific architectural styles, images, and symbols with appropriate religions.
QUESTIONS:	Do all religions have places of worship, images or symbols? Why? What do different religious followers call their places of worship? Do all religions have a god? What is the name of each religion's god or gods? Are some of the rituals of different religions alike? How?

Sequence 6

LEARNING OBJECTIVE: Each child names at least two of the holidays associated with a particular religion and describes how these holidays are celebrated.

LEARNING EXPERIENCE: Each child researches the holidays that have developed from the beliefs of a particular religion and draws pictures of two of the holidays showing how people celebrate these special days.

RESOURCES: Reference Sources (see Bibliography)
Paper, Crayons

SKILLS: Research (A-2,3,5), Interpretive (B-6,7)

ATTITUDES: Other Cultures (A-2), Values (B-1,2)

EVALUATION: Each group evaluates the pictures to decide which one best portrays the holidays of the religions being studied.

QUESTIONS:
Why do holidays develop from religion?
What are the special days of your assigned religion?
Are these holidays practiced in the same way in each of the Southeast Asian countries being studied?
What activities are carried out during these holidays?

Sequence 7

LEARNING OBJECTIVE: Each group completes its bulletin board project so it may be used as a resource and learning center for others.

LEARNING EXPERIENCE: Each group adds its religion outline and pictures of holidays to the appropriate bulletin board for each Southeast Asian country being studied. This activity completes the formation of each country's bulletin board and display table.

RESOURCES: Bulletin Boards
All Materials Made to Date
Religion Outlines and Drawings of Holidays

SKILLS: Interpretive (B-7)

ATTITUDES: Peer (C-2 to 4)

EVALUATION: Class evaluates bulletin boards for attractiveness and usefulness as a reference aid for gaining information about each particular country.

Sequence 8

LEARNING OBJECTIVE: Each group writes a script for a folk tale shadow play and makes the puppets of the characters. Each group presents its play to an audience.

LEARNING EXPERIENCE: Each group prepares a shadow puppet play based on a favorite folk tale. The group writes the script, makes the puppets, creates a stage, rehearses the play, and presents it to audiences attending the class Southeast Asia Fair. The film "Wayang Kulit: Shadow Puppet Theatre of Java" is shown to demonstrate the making of puppets as well as the use of them in presenting stories.

RESOURCES:
Film - "Wayang Kulit: Shadow Puppet Theatre of Java"
Folk Tales (see Bibliography)
Stiff Paper, Sticks, Crayons, Pencils
Large Cardboard Boxes for Creating Stages

SKILLS: Research (A-1,5), Interpretive (B-1,7), Problem Solving (C-4), Group Activity (D-2 to 5)

ATTITUDES: Other Cultures (A-1,2), Values (B-All), Peer (C-2 to 4)

EVALUATION: Teacher observes group working skills, organization and cooperation. Self-Evaluation Charts on group working skills continue to be marked and followed up by teacher-child conferences. Teacher evaluates scripts as to how well they portray folk tales and their adaptation to a shadow puppet play.

QUESTIONS:
What is a shadow puppet play?
Why do Southeast Asians present these plays?
What stories are their puppet plays usually based on?
List four things we must consider when writing a script from a folk tale for a puppet play.

Sequence 9

LEARNING OBJECTIVE: The class plans and executes a Southeast Asia Fair in an organized manner and in an enjoyable atmosphere.

LEARNING EXPERIENCE: HIGHLIGHT: The class plans and holds a Southeast Asia Fair for the other grade level classrooms. The groups show their bulletin boards, display articles made from plants, explain their scrapbooks of animals, diaromas, TVs, and picture books. Each group presents its shadow puppet play.

RESOURCES:
All Materials Made in Previous Sections
Bulletin Boards
Display Tables
Scrapbooks
Storybooks
Dioramas, TVs
Shadow Puppets and Stages

SKILLS: Interpretive (B-7), Group Activity (D-2 to 6)

ATTITUDES: Other Cultures (A-All), Values (B-All), Peer (C-2 to 4)

EVALUATION: Teachers and children from the other classrooms evaluate the material presented. They are asked how much they learned from the Fair and if they thought it was well-organized and fun. The class discusses the Fair and entire plan and makes suggestions for improving any aspect of the teaching/learning plan.

QUESTIONS:
How should the Fair be organized?
How should the displays be arranged?
How should the shadow puppet plays be presented?

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What parts of the Fair were successful?
What could have been done to improve the Fair?
What part of the Fair was the most enjoyable? Why?
Which section of the plan was the most enjoyable? Why?
What could be changed in the plan to make it better?

RELIGION INFORMATION CHART

Your Name______________________________

Southeast Asian Country Group________________________

Titles of the folk tales you have read__________________________

FACTUAL DATA (INCLUDE ORIGINS, BELIEFS AND PRACTICES, THE LIVES OF ANY FOUNDERS, HOW BROUGHT TO SOUTHEAST ASIA):

RELIGIOUS BELIEFS FOUND IN THE FOLK TALES:	HOW ARE THEY DESCRIBED IN THE FOLK TALES? (LIST CLUES)

REFERENCE BOOKS USED:

PART B. CONTENT - RELIGION

I. Why men of most cultures have a religion

- A. Offers answers to mysteries of life
  - 1. Bring order out of chaos - explain why there is injustice and suffering
  - 2. Help men to accept sorrows
    - a) Comfort when grieved
    - b) Immortality - belief in afterlife

- B. Ideals for living
  - 1. Noble examples and high moral goals
  - 2. Courage during stress and conflict
  - 3. Guidance in everyday affairs
  - 4. Spiritual fellowship with other persons

- C. Elements of a religion
  - 1. System of beliefs (embodied in teachings and set of writings)
  - 2. System of worship and rituals
  - 3. System of organization (temples, priests, monks)

- D. Influence on the culture and life of the people
  - 1. Basis of values and morals
  - 2. Influence on customs (e.g., at birth, puberty rites, marriage, death)
  - 3. Influence on art, sculpture, literature, and drama
  - 4. Integration of religious holidays into life of the people

II. Hinduism

- A. Origins
  - 1. Began in India - 1500 B.C. - derived from hymns of *Rig Veda*
  - 2. How brought to Southeast Asia
    - a) Traders from India - 2,000 years ago
    - b) Southeast Asians go to India to learn from priests (Brahmins)
    - c) Migrants from India
    - d) Spread among inhabitants of Burma, Thailand, South Vietnam, Laos, Cambodia, Indonesia, and Malaysia
    - e) Where practiced today - chiefly on island of Bali, and isolated settlements in Indonesia, and among Indians found in Southeast Asian countries.

- B. Beliefs
  - 1. Deity
    - a) One Spirit - Brahman
    - b) Early gods derived from forces of nature
    - c) Many manifestations of Brahman
      - (1) Nature gods
      - (2) Family gods
      - (3) Tribal gods
  - 2. Teachings
    - a) Reincarnation
      - (1) *Atman* - eternal soul
      - (2) Cycle of rebirths
      - (3) Law of *Karma* - cause and effect, each living thing born into definite position based on past lives
      - (4) *Moksha* - breaking cycle of rebirths through different forms of effort - devotion, duty, or knowledge
      - (5) *Maya* - sensual world which is in constant state of recreation
    - b) Caste System
      - (1) Position in society fixed by past life - person born into a caste
      - (2) System of organizing Indian society
      - (3) Origins of caste system - organization of Indian society beginning from about 1400 B.C.
      - (4) Reform attempts at eliminating rigidity
      - (5) Four major castes - 3,000 subcastes - mythic origins:

- (a) Priestly caste (*Brahmin*) - intellectual and spiritual leaders
- (b) Administrators and warriors (*Kshatriyas*) organizers of human life and protectors of people
- (c) Producers (*Vaisyas*) - craftsmen, artisans, farmers, merchants
- (d) Followers (*Sudras*) - laborers, servants, unskilled workers
- (e) Untouchables - outside of any caste

- c) Non-violence and respect for all living things (*Ahimsa*)
  - (1) Belief in reincarnation - do not want to kill animals
  - (2) Special reverence for cows, monkeys, and snakes

- 3. Writings
  - a) Scriptures
    - (1) *Bhagavad-Gita*
    - (2) *Upanishads*
  - b) Great Myths/Epics - widely known in Southeast Asia, basis for folk tales, shadow puppet plays, dances, art, and sculpture
    - (1) *Ramayana* - story of Rama
    - (2) *Mahabharata* - heroes of Bharata War

C. Forms of worship and rituals - daily and special

- 1. Offerings and prayers made to gods
- 2. Worship centered in home
  - a) Altar in every home
  - b) Daily offerings - food, flowers, decorations
  - c) Rituals accompany daily acts of life - waking, bathing, etc.
  - d) Rituals accompany major events in life - birth, marriage, death
- 3. Pilgrimages
  - a) Holy places
  - b) Ganges (in India)

D. Holidays and Festivals

- 1. Diwali - Feast of Lights
  - a) Celebrate the triumph of light over evil
  - b) Fall (follows Hindu calendar)
  - c) Displays of small lamps everywhere, feasting, new clothes.
- 2. Tamil New Year
  - a) Spring
  - b) House cleaned, offerings, "oil bath," new

        clothes, visit temples

3. Thaipusam
    a) Devotional ceremony honoring Lord Subramanya, son of Siva
    b) Early Spring
    c) Pilgrimages or processions displaying acts of self-mortifying piety

E. Major Temples in Southeast Asia
    1. Bali - temples built everywhere - major temple, Besakih
    2. Cambodia (ancient Funan and Khmer kingdoms) - Angkor
    3. Java - Prambanan

III. Buddhism

- A. Origins
    - 1. Began in India - 6th century B.C.
    - 2. Based on life of Siddhartha Guatama (Buddha, Enlightened One)
        - a) Born a prince in kingdom in northern India
        - b) Lives in luxury - protected from outside world
        - c) Sees human suffering - old age, disease, and death
        - d) Sees religious man and learns that one can renounce pleasures and withdraw from the world
        - e) Leaves pleasures of palace, wife and son to seek truth of life
        - f) Studies Hindu philosophy - practices aceticism by starving body in attempt to find truth
        - g) Realizes cannot achieve enlightenment through aceticism or indulgence - chooses "Middle Way" - avoid extremes
        - h) Meditates under Bodhi tree - tempted by Mara (evil spirit)
        - i) Resists temptations, achieves enlightenment
        - j) Carries teachings over all of India next 40 years
        - k) Dies at age of 80
    - 3. How brought to Southeast Asia
        - a) Introduced in same way as Hinduism through trade between India and Southeast Asia beginning about 1000 A.D.
        - b) Monks and migrants from India
        - c) Spread among inhabitants of Burma, Thailand, Laos, Cambodia, Vietnam,and Indonesia
        - d) Where practiced today - chiefly in Burma and Thailand, important also in Laos, Cambodia, Vietnam,and among Chinese found in Southeast Asian countries

- B. Beliefs
    - 1. Deity - no personal god or gods
        - a) Buddha perceived as savior (Mahayana) or supreme sage (Theravada)
        - b) Prayers and chants directed to Buddha as form of supplication and petition (Mahayana) or as means of meditation (Theravada)
    - 2. Teachings
        - a) Men achieve own salvation (*Nirvana*) through acceptance of Four Noble Truths and following Eightfold Path

b) Four Noble Truths
    (1) Suffering (*Dukkha*) is a condition of life
    (2) *Tanha* (ignorance, desire, separation, and selfishness) causes suffering
    (3) Man can be free of *tanha*
    (4) To be free of suffering, follow Eightfold Path

c) Eightfold Path
    (1) Right Knowledge
    (2) Right Intention
    (3) Right Speech
    (4) Right Conduct
    (5) Right Means of Livelihood
    (6) Right Effort
    (7) Right Mindfulness
    (8) Right Concentration

d) Five moral precepts
    (1) No killing
    (2) No stealing
    (3) No sexual misconduct
    (4) No lying
    (5) No drinking alcholic beverages

e) Shares some Hindu beliefs derived from Brahmanism
    (1) Cycle of rebirths
    (2) *Karma* and reincarnation
    (3) The way to eliminate suffering is through absence of desires

f) Unlike Hinduism
    (1) No belief in eternal soul (*Atman*) - all things in state of impermanence
    (2) Rejected Hindu caste system
    (3) Less ritualistic

g) Two schools of doctrine
    (1) Theravada (Hinayana) Buddhism
        (a) Practiced in Burma, Thailand, Cambodia, Laos, Vietnam
        (b) Emphasizes man as individual and achievement of salvation through personal effort
        (c) Monks and monasteries are spiritual center (emphasis on renunciation)
    (2) Mahayana Buddhism
        (a) Practiced in China, Japan, Korea, Tibet, Mongolia, Vietnam, and formerly in Indonesia
        (b) Emphasizes man's salvation is linked with others
        (c) Religion in lay life as important as

religion in monasteries
- (d) Zen sect - perhaps an offshoot from combination of Mahayana and Taoism
  - (i) In Southeast Asia - has influence only in Vietnam
  - (ii) Practiced today most widely in Japan

3. Writings
   - a) *Tipitaka* ("Three Baskets") - Pali Canon
   - b) *Jataka Tales* - Parables about Buddha's previous lives

C. Forms of worship and ritual - daily and special

1. People try to acquire merit to improve *Karma*
   - a) Meditation
   - b) Keeping the five moral precepts
   - c) Offering food or flowers, feeding monks
   - d) Pilgrimages to shrines and places marking important event in Buddha's life
   - e) Contributions to maintaining a monastery, put gold leaf on shrines, build a stupa or pagoda
2. Monks and Priests - withdrawal from worldly affairs
   - a) Lead simple lives devoted to meditation and study of canon and other religious literature
   - b) Abstain from worldly pleasures
   - c) Give sermons, teach reading and writing so sacred literature can be studied
   - d) Brotherhood of monks (Sangha) - traditionally served as link between government and people
3. Special Rites - Ordination of a boy as novice into monastery - Shinbyu/Shinpyu Ceremony
   - a) Practiced most widely in Burma and Thailand
   - b) Symbolizes renunciation of worldly desires and entrance to adulthood
   - c) Ceremony, ritual, feasting, music
   - d) Boy enters monastery for a few months

D. Holidays and Festivals

1. Kathin/Kathina Day
   - a) Observed in Burma, Thailand, Cambodia, and Laos
   - b) Marks end of rainy season and monks' three month retreat
   - c) Honor monks by giving them robes and special gifts
2. Visahka Day
   - a) Observed in all Buddhist countries
   - b) Celebrates birth, enlightenment and/or death

of Buddha
    - c) Pilgrimages made to shrines, special rituals and dances

  3. New Year
     - a) Celebration lasts two weeks to one month
     - b) Firecrackers, feasting, visit temples
     - c) Visit friends, parades, children receive gifts

E. Major temples in Southeast Asia
  1. Bangkok, Thailand - Emerald Buddha in the Wat Pra Keo, Reclining Buddha in the Wat Po
  2. Rangoon, Burma - Shwe Dagon Pagoda
  3. Java - Borobudur
  4. Cambodia - Angkor

IV. Islam

- A. Origins
  - 1. Began in Arabia - 6th century A.D.
  - 2. Based on life of Mohammad
    - a) Born 570 A.D. in Mecca, trading crossroad and pilgrimage center
    - b) Disliked idol worship and selfishness of rich merchants
    - c) Respected Jewish and Christian worship of One God
    - d) Fasted and meditated
    - e) Archangel Gabriel reveals the verses of the Koran to Mohammad
    - f) Mohammad spoke against idol worship and critical of rich merchants
    - g) Meccan leaders conspire against his life
    - h) Mohammad escapes to Yathrib (Medina) in 622 (Moslem calendar begins with this date
    - i) Converts Medina and becomes its religious and political leader
    - j) Returns to Mecca and receives no opposition
    - k) Rededicates black stone of Kaaba to Allah
    - l) Continues to convert and extend political control throughout Arabia
    - m) Dies 632 A.D.
  - 3. How brought to Southeast Asia
    - a) Arabian traders before 1400 A.D.
    - b) Establishment of Islam in Malacca - 1400 to 1425 A.D. when ruler of Malacca converts to Islam
    - c) Spread along coasts and among islands of Southeast Asia
    - d) Where practiced today - mostly in Malaysia, Indonesia, southern Thailand, Mindanao, and other southern islands in the Philippines

- B. Beliefs
  - 1. Deity - One God, Allah
  - 2. Teachings
    - a) Allah created world and man
    - b) Brotherhood of men
    - c) Recognizes revealed books from other religions (Jewish, Christian, Zoroastrian)
    - d) Recognizes previous prophets (Abraham, Noah, Moses, Jesus, Zarathushtra) but Mohammad is last one in this series

- e) Day of Judgment - rewards (Paradise), punishment (Hell)
- f) Five Pillars of Islam
  - (1) Faith in Allah
  - (2) Five daily prayers
  - (3) Charity - welfare tax (*zakat*)
  - (4) Fasting during the ninth month (Ramadan)
  - (5) Pilgrimage to Mecca (*Hajj*)
- g) Rules on worldly behavior
  - (1) Submission to Allah
  - (2) Honor parents
  - (3) Help poor and orphans
  - (4) Be honest and just
  - (5) Abstain from alcoholic drink, eating pork, and gambling

3. Writings
   - a) *Koran* - 114 chapters (*suras*) - divine word of God revealed to Mohammad
   - b) *Hadith* - Authenticated stories of behavior and classical sayings of Mohammad
   - c) Must be read and spoken in original language, Arabic

C. Forms of worship and rituals - daily and special

1. Prayer - five times a day - can be done anywhere
2. Special Friday prayers and sermon
3. Fasting month (Ramadan)
   - a) Ninth month of Arabic lunar calendar year
   - b) Mohammad first received revelations during fasting month
   - c) No food or drink from dawn to sundown for entire month
4. Pilgrimage to Mecca
   - a) Should be done at least once in one's lifetime, if possible
   - b) Heighten one's devotion to God
   - c) Reinforces brotherhood of men - all wear seamless white garments
   - d) Pilgrims participate in specific ritual ceremony
5. Almsgiving (*Zakat*)
   - a) Give 2½% of property
   - b) Money to be given to the poor
6. No clergy, but has religious officials
   - a) Imam - leads prayer service
   - b) Khatib - gives Friday sermon

D. Holidays and Festivals

1. Id al-Fitr
   - a) Ends Ramadan month of fasting

    - b) Several days of feasting, visiting, wearing new clothes
2. Id al-Adha
    - a) Feast of sacrifice
    - b) Celebrates end of pilgrimage to Mecca

V. Taoism

A. Origins
   1. Traditionally believed formulized into set of teachings by Lao Tzu, born about 604 B.C.
      a) Held post in emperor's court for number of years
      b) Quits post - escapes from society by disappearing into the West
      c) Leaves teachings written in form of *Tao Te Ching*
   2. How brought to Southeast Asia
      a) Chinese influence in northern Vietnam
      b) Where practiced today - chiefly in Vietnam and among Chinese found in Southeast Asia

B. Beliefs
   1. Deity - no personal god or gods, but popular Taoism transformed into magical beliefs and integrated with the worship of household gods, ancestors, and spirits
   2. Teachings
      a) *Tao* - "The Way"
      b) *Wu wei* - nonaction
      c) Union between man and nature
      d) Two forces in universe - represented by *yin* (earthly) and *yang* (heavenly)
      e) Universe in constant state of rhythmic changes
      f) *Tao* provides harmony in life
      g) Can find happiness by following *Tao* - ambitions for power and fame replaced by fellowship and brotherly love
      h) Divine nature of ruler
      i) Taoism and Buddhism have borrowed elements from each other
   3. Writings
      a) *Tao Te Ching* - teachings of Lao Tzu
         (1) Handbook for those who rule
         (2) Basis for moral code
      b) Writings of Chuang Tzu - aimed at individual behavior

C. Forms of worship and rituals - daily and special
   1. Mixed in with household god and ancestor worship
   2. Offerings and prayers
   3. Monks and priests lead ceremonies

D. Holidays and Festivals - many combined with Buddhist and Confucianist festivals, and with ancestor worship
   1. New Year's festival - see Buddhism

2. Dragon Boat festival - summer festival
    a) Boat racing
    b) Eats steamed rice cakes
3. Feast of the Hungry Ghosts
    a) Offerings - food, red candles, incense
    b) Religious ceremonies

VI. Confucianism

- A. Origins
  - 1. Began in China by Confucius
    - a) Born 551 B.C.
    - b) Wanted to be a public officer
    - c) Set down rules for everyday living
    - d) Rules answered need for social order in China during period of warfare and chaos
  - 2. How brought to Southeast Asia
    - a) Chinese influence in northern Vietnam
    - b) Where practiced today - mostly in Vietnam and among Chinese found in Southeast Asia

- B. Beliefs
  - 1. Deity - no personal gods, although Confucius as an ideal has been transformed into a deity
  - 2. Teachings - based on Confucius' rules for living
    - a) Five relationships
      - (1) Between ruler and subject
      - (2) Between father and son
      - (3) Between husband and wife
      - (4) Between older brother and younger brother
      - (5) Between older friend and younger friend
    - b) Behavior in relationships
      - (1) Rulers kindly, subjects loyal
      - (2) Father considerate, son respectful
      - (3) Husband loving, wife pious and humble
      - (4) Elders considerate, juniors respectful
      - (5) Children must respect their parents
    - c) Teachings became basis for training government officials and Confucianism became state religion of China

- C. Forms of worship and rituals - daily and special - prayers and offerings made to deitized Confucius

- D. Holidays - Celebrate birthday of Confucius
  - 1. Sacrifices offered at tomb
  - 2. Visit temples built in his honor

VII. Ancestor Worship

A. Individuals are links in family chain
   1. Well-being of living tied to ancestors already dead
   2. Important male dead are remembered during all festivities
   3. Ancestor's situation in afterlife dependent on how they led life on earth and how much honor they receive after death

B. Worship services held in front of tablet shrines in homes, at grave sites, or in temples
   1. Offerings made of food, incense
   2. Combined with worship rituals for Taoism and Confucianism

VIII. Animism - Spirit worship

A. Spirits found in nature (mountains, forests, etc.) can be centered in animate or inanimate objects

B. Spirits given flowers, candles, incense, food

C. Housed in spirit houses, wayside shrines, in some part of dwellings

D. Beliefs sometimes combined with other religions (e.g., Buddhism)

A NOTE ABOUT THE BIBLIOGRAPHY

This bibliography is by no means comprehensive. The major intention is to identify publications which could be used in the classroom to support the reading and research experiences described in the teaching/learning sequences. Therefore, the focus is on three areas: 1) folk tales written for children, 2) children's sources of information on Southeast Asia, the region, and specific countries, and 3) general works which may be utilized by both the teacher and the children.

The bibliography is divided into subheaded sections that correspond with the teaching/learning sequences. Most books are at a level which can be used by children, although some were not written specifically for children. Those works marked with and asterisk (*) are at an advanced level and are intended to serve as references for the teacher.

The last sections of the bibliography contain supplemental teaching materials which could be utilized in the teaching/learning plan. Section III lists sources of teaching aids that would be useful to the teacher and the children. The bibliography also provides an extensive list of articles on Southeast Asia (primarily from 1960's and 1970's) that have appeared in National Geographic Magazine. The coverage of National Geographic articles is expanded to include all of Southeast Asia because many of the cultural and environmental topics cross national boundaries. The sections on films, filmstrips, and records list those mentioned in the teaching/learning sequences as well as a few optional titles.

A SELECTED BIBLIOGRAPHY OF FOLK TALES AND REFERENCE SOURCES

- I. Folk Tales
  - A. Sources of information about folk tales and folklore
  - B. Folk Tales
    - 1. Southeast Asia (Contains stories from more than one country)
    - 2. Burma
    - 3. Indonesia
    - 4. Malaysia
    - 5. Philippines
    - 6. Thailand
    - 7. Vietnam
- II. Reference Sources
  - A. Comprehensive (Covers more than one country or subject)
    - 1. Southeast Asia Region
    - 2. Burma
    - 3. Indonesia
    - 4. Malaysia
    - 5. Philippines
    - 6. Thailand
    - 7. Vietnam
  - B. Geography
  - C. Animals
  - D. Plants
  - E. Social Roles and Occupations (Includes rice cultivation)
  - F. Religion
- III. Teaching Aids
- IV. National Geographic Magazine Articles
  - A. Southeast Asia Region
  - B. Burma
  - C. Cambodia
  - D. Indonesia
  - E. Laos
  - F. Malaysia
  - G. Philippines
  - H. Singapore
  - I. Thailand
  - J. Vietnam
- V. Films
- VI. Filmstrips
- VII. Records

A SELECTED BIBLIOGRAPHY OF FOLK TALES AND REFERENCE SOURCES

I. FOLK TALES

A. Sources of Information About Folk Tales and Folklore

*Anuman Rajadhon, Phraya. *Essays on Thai Folklore*. Bangkok: Social Science Association Press of Thailand, 1968. 383pp.

*Bernardo, Gabriel A. *A Critical and Annotated Bibliography of Philippine, Indonesian and Other Malayan Folk-lore*. Cagayan de Oro City, Philippines: Xavier University, 1972. 150pp.

*Demetrio y Radaza, Francisco (ed.). *Dialogue for Development*. Papers from the 1st National Congress of Philippine Folklore and Other Scholars, Xavier University, Cagayan de Oro, December 27-30, 1972. Cagayan de Oro, Philippines: Xavier University, 1975. 806pp.

*Evans, Ivor H.N. *Studies in Religion, Folklore and Custom in British North Borneo and the Malay Peninsula*. London: Cass Pub., 1970. 299pp.

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*Hart, Donn V. *Riddles in Filipino Folklore, An Anthropological Analysis*. Syracuse, N.Y.: Syracuse University Press, 1964. 318pp.

*Jacobs, Melville. *The Anthropologist Looks at Myth*. Austin: University of Texas Press, 1966. 323pp.

*Mohamed Taib Osman. "Indigenous, Hindu, and Islamic Elements in Malay Folk Beliefs." Unpublished thesis, Indiana University, 1967. Ann Arbor: Xerox University Microfilms. 276pp.

*Nha-Trang Cong-Huyen-Ton-Nu. *Vietnamese Folklore; An Introductory and Annotated Bibliography*. Berkeley: Center for South & Southeast Asia Studies, University of California, 1970. 33pp.

*Advanced Level - Recommended for Teachers

*Thompson, Stith. *The Folktale*. New York: Dryden Press, 1946. 510pp.

*________. *Motif-Index of Folk Literature*. 6 vols. Bloomington: Indiana University Press. 1955-58.

B. Folk Tales

1. Southeast Asia (Contains stories from more than one country)

Arnott, Kathleen. *Animal Folk Tales Around the World*. New York: H.Z. Walck, 1971. 252pp.

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Ellis, William S. "Malaysia, Youthful Nation with Growing Pains," (May, 1977). pp. 634-667.

Judge, Joseph. "Brunei, Borneo's Abode of Peace," (February, 1974). pp. 206-225.

Zahl, Paul A. "Malaysia's Giant Flowers and Insect Trapping Plants," (May, 1964). pp. 680-701.

Shadbolt, Maurice. "In Storied Lands of Malaysia," (November, 1963). pp. 734-783.

Morrison, Hedda. "Jungle Journeys in Sarawak," (May, 1956). pp. 710-736.

Long, George W. "Malaya Meets Its Emergency," (February, 1953). pp. 185-228.

G. Philippines

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Chang, Shuhua. "The Gentle Yamis of Orchid Island," (January, 1977). pp. 98-109.

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________. "Help for Philippine Tribes in Trouble," (August, 1971). pp. 220-255.

De Roos, Robert. "The Philippines, Freedom's Pacific Frontier," (September, 1966). pp. 301-351.

H. Singapore

MacLeish, Kenneth. "Singapore, Reluctant Nation," (August, 1966). pp. 269-300.

I. Thailand

Graves, William. "Bangkok, City of Angels," (July, 1973). pp. 96-129.

Kunstadter, Peter. "Spirits of Change Capture the Karen," (February, 1972). pp. 267-285.

White, Peter T. "Hopes and Fears in Booming Thailand," (July, 1967). pp. 76-125.

Kunstadter, Peter. "Living with Thailand's Gentle Lua," (July, 1966). pp. 122-152.

Moore, W. Robert. "Thailand Bolsters Its Freedom," (June, 1961). pp. 811-849.

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White, Peter T. "Behind the Headlines in Viet Nam," (February, 1967). pp. 149-189.

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Samuels, Gertrude. "Passage to Freedom in Viet Nam," (June, 1955). pp. 858-874.

Long, George W. "Indochina Faces the Dragon," (September, 1952). pp. 287-328.

V. FILMS

Children of Bangkok. Sterling Educational Films, 241 E. 34th St., New York, N.Y. 10016. Color. 19 minutes.

Indonesia: An Island Nation's Progress. Universal Education & Visual Arts, 221 Park Avenue S., New York, N.Y. 10003. Color. 15 minutes.

Jalan, Jalan, A Journey Through Sundanese Java. National Film Board of Canada, 680 Fifth Avenue, Suite 819, New York, N.Y. 10019. Color. 20 minutes.

Mainland Southeast Asia--Thailand. Universal Education & Visual Arts, 221 Park Avenue S., New York, N.Y. 10003. Color. 13 minutes.

Niok. Walt Disney Educational Media Co., 500 S. Buena Vista St., Burbank, Calif. 91521. Color. 29 minutes.

Wayang Kulit: Shadow Puppet Theatre of Java. Audio-Visual Education Center, 416 Fourth St., Ann Arbor, Mich. 48109. Color. 22 minutes.

Optional Films

Buddhism: Be Ye Lamps Unto Yourself. Xerox Films, P. O. Box 444, Columbus, Ohio 43216. Color. 26 minutes.

Cambodia: The Angkor Mystery. Supreme Film Service, Inc., 6850 Lexington Avenue, Suite 201, Hollywood, Calif. 90038. Color. 14 minutes.

Hanunoo [Philippines]. Yale University, Dept. of Anthropology, New Haven, Conn. 06520. Color. 18 minutes.

Islam: The Prophet and the People. Texture Films, Inc., 1600 Broadway, New York, N.Y. 10019. Color. 34 minutes.

The Hasans, A Buginese Trading Family [Indonesia]. Our Asian Neighbors Series. Film Australia, Australian Information Service, 636 Fifth Avenue, New York, N.Y. 10020. Color. 23 minutes.

How a Hindu Worships, At the Home Shrine. Syracuse University, Film Library, Collendale Campus, 1455 Colvin St., Syracuse, N.Y. 13210. Color. 18 minutes.

Marvel, A Jakarta Boy. Our Asian Neighbors Series. Film Australia, Australian Information Service, 636 Fifth Avenue, New York, N.Y. 10020. Color. 17 minutes.

Mastri, A Balinese Woman. Our Asian Neighbor Series. Film Australia, Australian Information Service, 636 Fifth Avenue, New York, N.Y. 10020. Color. 18 minutes.

Miracle of Bali, A Recital of Music and Dancing. Parts 1 and 2. Xerox Films, Stamford, Conn. 10904. Color. 39 minutes.

Miracle of Bali, Midday Sun. Parts 1 and 2. Xerox Films, Stamford, Conn. 10904. Color. 52 minutes.

Miracle of Bali, Night. Parts 1 and 2. Xerox Films, Stamford, Conn. 10904. Color. 51 minutes.

Wet Earth, Warm People. National Film Board of Canada, 680 Fifth Avenue, Suite 819, New York, N.Y. 10019. Color, 59 minutes. [Full version of Jalan, Jalan].

VI. FILMSTRIPS

Why Cultures are Different - Religion. Social Studies School Service, 10,000 Culver Blvd., Culver City, Calif. 90230.

Optional Filmstrips

Families of Asia - Java. Encyclopaedia Britannica Educational Corp., 425 N. Michigan Avenue, Chicago, Ill. 60611. Sound/Cassette.

Families of Asia - Thailand. Encyclopaedia Britannica Educational Corp., 425 N. Michigan Avenue, Chicago, Ill. 60611. Sound/Cassette.

Families of Southeast Asia. Society for Visual Education, 1345 Diversey Parkway, Chicago, Ill. 60614. Sound/Cassette.

Southeast Asia. Educational Design, Inc., 47 W. 13th, New York, N.Y. 10011. Sound/Cassette.

VII. RECORDS

"Hi-Neighbor" Phono-Record Series. 8 records. CMS Records Inc., 14 Warren St., New York, N.Y. 10007.

"Music of Indonesia." FE 4537 C/D. Folkways/Scholastic Records, 906 Sylvan Avenue, Englewood Cliffs, N.J. 07632.

"Paul Bunyan in Story and Song." Caedmon Records, Inc., 505 8th Avenue, New York, N.Y. 10018.

Optional Records

"Folktales from Indonesia" Told by Harold Courlander. Selections from Kantchil's Lime Pit. FC 7102. Folkways/Scholastic Records, 906 Sylvan Avenue, Englewood Cliffs, N.J. 07632.

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